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ABSTRACT

This curriculum guide contains four units of instruction for a course in security procedures for employers and employees. The units cover the following topics: (1) establishing a secure work environment; (2) applying on-the-job security procedures; (3) taking precautions for personal safety; (4) practicing defensive driving. Each of the units contain some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. All the unit components focus on measurable and observable learning outcomes, and are planned to be used in more than one lesson or class period of instruction. In addition, this teacher edition includes suggestions for using the materials, a competency profile, an instructional and task analysis, a list of related academic and workplace skills, and a glossary of 23 terms. Contains 16 references. (KC)

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ED 399 444

Security Procedures for Employers and Employees

Teacher Edition

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Security Procedures for Employers and Employees

Teacher Edition

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Foreword

Security Procedures for Employers and Employees is a revision of *Personnel Security* and was written to provide employers and employees with current information about ways to protect themselves against personal and business-related crimes. No methods of prevention can give 100 percent assurance that a crime will not occur; however, practicing recommended security procedures can minimize the risk of a serious crime happening to you.

This publication is competency-based and can be used in secondary, post-secondary, and short-term adult training programs. Instructional materials are written in terms of student performance using measurable objectives. This is an innovative approach to teaching that accents and augments the teaching/learning process. Criterion referenced evaluation instruments are provided for uniform measurements of student competency and progress.

It is the sincere belief of the MAVCC personnel that this publication will allow students to become better prepared for a more effective, efficient, safe, and secure work environment.

Mervin Birdwell, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

Jim Steward
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Leonard Pokladnik	Consultant, Bismarck, North Dakota

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National Safety Council	Chicago, Illinois
California Restaurant Association	Los Angeles, California

Special appreciation is extended to the employees of the Graphics Division of the Oklahoma Department of Vocational and Technical Education for the artwork, phototypesetting, and printing of this text.

Use of Introductory Materials

Introductory materials are included in the teacher edition only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information such as the table of contents, foreword, and acknowledgements page, information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/ learning process.

2. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.

3. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.

4. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to related academic and workplace skills being reinforced. Skill areas reflected by skill groups, sub skills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.

5. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.

6. **Glossary**—Provides a comprehensive list of terms and definitions presented in the first objective of each unit of instruction.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Instructional units

Security Procedures for Employers and Employees contains four units of instruction. Each instructional unit in a teacher edition includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (Color code: White)

Each unit of instruction is based on performance objectives which state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives which state the expected performance of each student after completion of the unit of instruction, and specific objectives which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested activities (Color code: Pink)

This component is included only in the teacher edition. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teaching suggestions, and skill areas have been noted in bold. (A table of academic and workplace skills with accompanying definitions has been provided on page xv.) The teacher should read the suggested activities before teaching the units and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

Assignment and written test answers (Color code: Pink)

Assignment-sheet answers and written-test answers are designed to assist the teacher in evaluation of student performances.

Written test (Color code: Yellow)

This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction. The test appears in the teacher edition only, but duplication is permitted for student use. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Unit evaluation form (Color code: White)

This sheet provides teachers with a record of each students performance on a unit of instruction. It includes space for assignment sheet ratings, job sheet ratings, written test scores, and teacher comments. The unit evaluation form is included in the teacher edition only, but may be duplicated.

Teacher supplements (Color code: White)

This component is included only in the teacher edition. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Transparency masters (Color code: White)

Transparencies are included in the teacher edition only and are used to direct the students' attention to the topic of discussion. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Information sheet (Color code: Green)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (Color code: White)

Student supplements are included in the student edition. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment and/or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (Color code: Tan)

Assignment sheets provide students with pencil and paper activities that give students the opportunity to make practical application of the knowledge in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (Color code: Blue)

The job sheets provide criteria to objectively evaluate student performance, a list of required equipment and materials, and a step-by-step procedure for performing a psychomotor skill. The teacher should discuss the equipment and materials available in the classroom and/or laboratory and demonstrate the procedure prior to having students practice procedure. When a student is ready to be evaluated, the teacher should follow instructions for evaluating student performance which may be found in the teacher edition.

Job sheets are an important segment of each unit. Job sheets provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from an individual who has had this training.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student editions contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

Academic and Workplace Skills
(Classifications and Definitions)

Skill Groups	Sub Skills	Definitions
Learning Skills	Learning to learn	Developing ability to apply knowledge to other situations; knowing how to learn.
Foundation Skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea or fact in written form in a clear, concise manner.
	Math	Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.
	Science	Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks.
Communication Skills	Listening	Listening for content, conversation, long-term contexts, emotional meaning, and directions.
	Oral communication	Communicating a thought, idea, or fact in spoken form in a clear, concise manner.
Adaptability Skills	Creative thinking	Using imagination to create something new—i.e. an idea, invention, work of art.
	Problem solving (critical thinking)	Recognizing and defining problems, inventing, and implementing solutions, and tracking and evaluating results.
Personal Management Skills	Self-esteem	Developing self-confidence and creating a positive self-image.
	Motivation/goal setting	Setting and meeting defined goals and objectives.
	Personal and career development	Emphasizing self-direction by establishing and implementing a plan.
Group Effectiveness Skills	Interpersonal relations	Developing ability to maintain positive relations with others.
	Negotiation	Resolving conflict between two or more individuals.
	Teamwork	Working together in a group to reach a common goal.
Influence Skills	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.
	Leadership	Directing/influencing group in performance of a specific task; accepting responsibility for others.

Security Procedures for Employers and Employees

Competency Profile

Name: _____

Directions: Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on a level of student performance for each of the tasks listed. The written test scoreline is provided for optional teacher use. It may not be applicable in all cases.

Option A

Rating scale:
- 4 - Skilled - Can perform job with no additional training.
- 3 - Moderately Skilled - Has performed job during training program; limited additional training may be required.
- 2 - Limited Skill - Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled - Is familiar with process, but is unable to perform job.
- 0 - No Exposure - No information or practice provided during training program, complete training required.
- NA - Non-applicable.

Option B

Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Establishing a Secure Work Environment

_____1. Locate security devices in and around your training station.
_____2. Complete a security checklist concerning your work environment.
_____3. Solve management problems.
_____4. _____

_____Written Test Score

Unit 2: Applying On-The-Job Security Procedures

_____1. Prepare a weekly schedule for transporting money to the bank.
_____2. List preventive techniques for burglaries and robberies which are used at your training station.
_____3. Identify locations where a thief could be hidden in your training station.
_____4. Prepare an emergency procedure poster.
_____5. Make a door code device for determining an offender's height.
_____6. Complete a crime fact sheet.
_____7. Complete a crime vulnerability checklist.
_____8. Apply on-the-job security procedures in crime-related situations.
_____9. _____

_____Written Test Score

Unit 3: Taking Precautions for Personal Safety

_____1. Solve problems related to personal safety.
_____2. Simulate self-defense against personal assault.
_____3. _____

_____Written Test Score

Unit 4: Practicing Defensive Driving

_____1. Complete a vehicle maintenance inspection.
_____2. Apply defensive driving techniques.
_____3. _____

_____Written Test Score

COMMENTS: _____

_____

_____

_____

_____

Evaluator: _____ Date: _____

* Permission to duplicate this profile is granted.

Security Procedures for Employers and Employees

Instructional/Task Analysis

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do
Unit 1: Establishing a Secure Work Environment	
1. Terms and definitions	11. Locate security devices in and around your training station
2. Types of business-related crimes	12. Complete a security checklist concerning your work environment
3. Steps in establishing a security program	13. Solve management problems
4. Employer/employee responsibilities concerning security training	
5. Security factors in facility design	
6. Environmental security devices	
7. Security of business keys	
8. Means of employee identification	
9. Indicators of high risk employees	
10. Ways to control internal theft	
Unit 2: Applying On-The-Job Security Procedures	
1. Terms and definitions	
2. Recommended opening procedure for business establishments	
3. Recommended closing procedure for business establishments	
4. Door security procedures during business hours	
5. Precautions for handling money	
6. Transporting money to the bank	

Related Information: What the Student Should Know

7. Techniques for the prevention of burglaries
8. Most important factors in committing a robbery
9. Techniques for the prevention of robberies
10. Procedure for reporting a robbery
11. Ways to prevent violence during a robbery
12. Basic types of weapons
13. Types of information included on a crime fact sheet
14. Procedure for providing a physical description of the robber/assailant
15. Procedures for handling telephone threats
16. Procedure to follow in the event of a demonstration
17. Plans for an emergency evacuation

Application: What the Student Should Be Able to Do

18. Prepare a weekly schedule for transporting money to the bank
19. List preventive techniques for burglaries and robberies which are used at your training station
20. Identify locations where a thief could be hidden in your training station
21. Prepare an emergency procedure poster
22. Make a door code device for determining an offender's height
23. Complete a crime fact sheet
24. Complete a crime vulnerability checklist
25. Apply on-the-job security procedures in crime-related situations

Unit 3: Taking Precautions for Personal Safety

1. Terms and definitions
2. Precautions to take against possible attack
3. Precautions for leaving work after dark
4. Precautions for walking home after dark
5. Precautions for driving home late at night
6. Ways to prevent rape
7. Procedure to follow if rape occurs
8. Solve problems related to personal safety
9. Simulate self-defense against personal assault

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do

Unit 4: Practicing Defensive Driving

1. Terms and definitions
2. Safe driving practices
3. Reasons for inspecting your vehicle
4. Vehicle maintenance checklist
5. Types of "people" hazards
6. Reasons for adjusting speed
7. Conditions which reduce traction
8. Factors which affect visibility
9. Factors which affect night driving
10. Vehicle emergency checklist
11. Guidelines for driving safely in bad weather
12. Complete a vehicle maintenance inspection
13. Apply defensive driving techniques

Related Academic and Workplace Skills
For *Security Procedures for Employers and Employees*

Task	Skill Group	Sub Skill	Description
Unit 1: Establishing a Secure Work Environment			
Locate security devices in and around your training station. (A.S. 1)	Foundation Skills	Reading	Follows written directions; analyzes and applies what has been read to specific task
Complete a security checklist concerning your work environment. (A.S. 2)	Foundation Skills	Reading	Follows written directions; analyzes and applies what has been read to specific task
		Writing	Presents answers/conclusions in a clear and understandable form
	Adaptability Skills	Problem Solving	Draws conclusions from observations and evaluates conditions and gives possible solutions
Solve management problems. (A.S. 3)	Foundation Skills	Reading	Follows written directions; analyzes and applies what has been read to specific task
		Writing	Presents answers/conclusions in a clear and understandable form
	Adaptability Skills	Problem Solving	Recognizes problems and gives solutions
Unit 2: Applying On-The-Job Security Procedures			
Prepare a weekly schedule for transporting money to the bank. (A.S. 1)	Foundation Skills	Reading	Follows written directions
		Writing	Completes form accurately; presents answers/conclusions in a clear and understandable form
	Adaptability Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion
List preventive techniques for burglaries and robberies which are used at your training station. (A.S. 2)	Foundation Skills	Reading	Follows written directions; analyzes and applies what has been read to specific task
	Communication Skills	Listening	Listens for content
		Oral Communication	Asks questions to obtain information; communicates a thought, idea, or fact in spoken form

Task	Skill Group	Sub Skill	Description
Identify locations where a thief could be hidden in your training station. (A.S. 3)	Foundation Skills	Reading	Follows written directions
	Adaptability Skills	Creative Thinking	Develops visual aid to express thought or idea
		Problem Solving	Recognizes/defines problem
Prepare an emergency procedure poster. (A.S. 4)	Foundation Skills	Reading	Determines what information is needed; follows written directions
		Writing	Completes form accurately; writes/prints legibly
Make a door code device for determining an offender's height. (A.S. 5)	Foundation Skills	Reading	Applies information to job performance; follows written directions
	Adaptability Skills	Creative Thinking	Creates new design by applying criteria specified in assignment sheet
Complete a crime fact sheet. (A.S. 6)	Foundation Skills	Reading	Determines what information is needed; follows written directions
		Writing	Completes form accurately; writes/prints legibly; records data through observation
	Communication Skills	Listening	Listens for content and emotional meaning
Complete a crime vulnerability checklist. (A.S. 7)	Foundation Skills	Reading	Follows written directions; analyzes and applies what has been read to specific task
		Writing	Completes form accurately; records data through observation and surveying
	Communication Skills	Oral Communication	Asks questions to obtain information
		Listening	Listens for content
Apply on-the-job security procedures in crime-related situations. (A.S. 8)	Foundation Skills	Reading	Follows written directions; draws conclusions from what is read
		Writing	Presents answers/conclusions in a clear and understandable form
	Adaptability Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion; recognizes problems and gives solutions

Task	Skill Group	Sub Skill	Description
Unit 3: Taking Precautions for Personal Safety			
Solve problems related to personal safety. (A.S. 1)	Foundation Skills	Reading	Follows written directions; draws conclusions from what is read
		Writing	Presents answers/conclusions in a clear and understandable form
		Problem Solving	Demonstrates logical reasoning in reaching a conclusion; recognizes problems and gives solutions
Simulate self-defense against personal assault. (J.S. 1)	Foundation Skills	Reading	Follows written directions; uses techniques as specified
Unit 4: Practicing Defensive Driving			
Complete a vehicle maintenance inspection. (A.S. 1)	Foundation Skills	Reading	Follows written directions; determines what information is needed
		Writing	Completes form accurately; presents answers/conclusions in a clear and understandable form
	Communication Skills	Oral Communication	Asks questions to obtain/clarify information
		Listening	Listens for content
	Adaptability Skills	Problem Solving	Recognizes/defines problems; demonstrates logical reasoning in reaching a conclusion
	Group Effectiveness Skills	Teamwork	Works effectively with others to reach a common goal
Apply defensive driving techniques. (A.S. 2)	Foundation Skills	Reading	Follows written directions; draws conclusions from what is read
		Writing	Presents answers/conclusions in a clear and understandable form; writes complete sentences
	Adaptability Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion; recognizes problems and gives solutions

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Glossary

Assault — A threat or attempt to strike or otherwise do physical harm to a person

Battery — The actual beating or use of force on an individual without his/her consent

Burglary — The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value

Crime — An act that has been committed which is against the law

Demonstration — An organized, public display of group feelings toward a person or cause; participants generally carry signs or wear banners as a means of communication

Deter — To discourage from happening

Driver — The person that controls the movement of a vehicle

Evacuation — The organized withdrawal of people from a facility for safety purposes

Fatigue — Weariness resulting from work or exertion

Glare — Bright, intense light reflecting off a smooth, glassy surface

Impaired — Unable to function at full potential due to overwork, alcohol consumption, or drug abuse

Internal theft — The taking of property (money, merchandise, and/or equipment) by an employee of the business establishment

Kidnap — To seize and detain by force or fraud; usually for the purpose of demanding a ransom

Prevent — To keep from happening

Rape — Any sexual intimacy forced upon one person by another

Robbery — The act of taking something (money, merchandise) away by threat, force, or violence

Sabotage — The destruction of an employer's property by an employee or other person to hurt the business

Safety — State or condition of being safe; freedom from danger, risk, or injury

Security — Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft, or attack

Sexual assault — Violence with sexual involvement

Skid — To slide sideways or in a motion out of control

Traction — Ability of the tire to grip the pavement

Visibility — How far a driver can see

Notice

The information and recommendations presented in this publication have been compiled from reliable sources and represent the best current opinion on personnel security. However, the Mid-America Vocational Curriculum Consortium cannot guarantee that all acceptable safely measures are provided, or that other or additional measures may not be required under particular or exceptional conditions or circumstances.

Establishing a Secure Work Environment
Unit 1

Objective Sheet

Unit Objective

After completing this unit, the student should be able to assist management in establishing a secure work environment by applying knowledge about facility design, security devices, and the use of a security checklist. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to establishing a secure work environment with their correct definitions.
2. Match types of business-related crimes with their correct definitions.
3. List the four steps in establishing a security program.
4. List employer/employee responsibilities concerning security training.
5. Select true statements concerning security factors in facility design.
6. Select from a list environmental security devices.
7. Select true statements concerning security of business keys.
8. List three means of employee identification.
9. Select from a list indicators of high risk employees.
10. Complete a list of ways to control internal theft.
11. Locate security devices in and around your training station. (Assignment Sheet 1)
12. Complete a security checklist concerning your work environment. (Assignment Sheet 2)
13. Solve management problems. (Assignment Sheet 3)

Establishing a Secure Work Environment
Unit 1

Suggested Activities

Instructional Plan

Preparation

1. Read the unit carefully and plan for instruction.
2. Review Teaching Suggestions section that follows. Plan for classroom activities.
3. Plan for students with special needs.
4. Make transparencies from the transparency masters included with this unit. These appear in the teacher edition only and are designed to be used with the following objectives:

   TM 1—Steps in Establishing a Security Program (Objective 3)
   TM 2—Security Factors in Facility Design (Objective 5)
   TM 3—Means of Employee Identification (Objective 8)

5. Obtain films, videotapes, and other resources to supplement instruction of this unit. See ordering information in the Suggested Supplemental Resources section that follows.
6. Develop teaching plan. Adjust for different learning styles.
7. Make copies of Unit Evaluation Form.

Delivery and Application

8. Provide students with unit of instruction.
9. Discuss unit and specific objectives.
10. Discuss information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
11. Discuss the assignment sheets. Review criteria for evaluation of these activities.

Suggested Activities

Evaluation

12. Discuss the use of the Unit Evaluation Form with students. Discuss the rating scale that will be used for student evaluation.

13. Make copies of the written test. Add or modify test items as needed.

14. Give written test.

15. Record assignment sheet ratings and written test scores on the Unit Evaluation Form. Add any additional assignments or supplemental activities that should be part of the unit evaluation.

16. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Invite the public information officer from your local police department to speak on business-related crimes and ways to discourage criminal actions at your business. Have students prepare questions to ask concerning business-related crimes and their prevention. Skill areas: **oral communication, listening**, and **interpersonal relations**.

2. Have students research current articles about business-related crimes. Students should give either written or oral reports on their findings. Skill areas: **reading, listening, writing or oral communication**, and **creative thinking**.

3. Have class establish a security program for a fictitious business based on interviews with their training station supervisors. This should be a group project where ideas can be discussed and the students can decide what to include in the program. Skill areas: **oral communication, listening, creative thinking, interpersonal relations**, and **teamwork**.

4. Prepare a basic store layout and have students insert security devices and mark any errors in facility design which you have purposely included on the layout. Skill area: **problem solving**.

5. Provide scenarios concerning high risk employees and internal theft situations and have students identify problems. Skill areas: **reading** and **problem solving**.

Suggested Activities

6. Arrange for a panel discussion of management personnel who have been involved in establishing a security program. Skill area: **listening**.

7. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

Resources Used in Developing This Unit

1. "Background Information and Fact Sheet on Shrinkage and Employee Theft." Commercial Guardian, Inc., 1920 West Corporate Way, Anaheim, CA.

2. Green, Gion. *Introduction to Security*, 3rd ed. Woburn, MA: Butterworth Publishers, Inc., 1987.

3. Lyon, Barbara. *Business Management and Ownership*. Stillwater, OK: Oklahoma Curriculum and Instructional Materials Center, 1982.

4. Ninemeier, Jack D. *Food and Beverage Security: A Systems Manual for Restaurants, Hotels, and Clubs*. Boston, MA: CBI Publishing Company, Inc., 1983.

5. "Report on Security Program for Retail Marketing Division." Cities Service Company. Tulsa, OK.

Suggested Supplemental Resources

Publications

1. *Accident Prevention Manual for Industrial Operations — Administration and Programs*, 8th ed. Chicago, IL: National Safety Council, 1983.

2. Ellis, Jr., Raymond C. *Security and Loss Prevention Management*. East Lansing, MI: The Educational Institute of the American Hotel and Motel Association, 1986.

   Note: This publication may be ordered by writing to P.O. Box 1240, East Lansing, Michigan 48823 or by calling (517) 353-5500.

3. "Preventing Employee Pilferage." *Management Aids*, No. 209. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

4. "Preventing Embezzlement." *Small Marketers Aids*, No. 151. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

   Note: Other publications related to crime in business are available by writing to the Small Business Administration.

Suggested Activities

Films

1. *The Ten Billion Dollar Rip-Off.* NYE and Associates, 1037 North Cole Avenue, Los Angeles, CA 90038.

   Note: This film deals with internal theft.

2. *Before It's Too Late.* Motorola Teleprograms, Inc., 4825 North Scott Street, Suite 26, Schiller Park, IL 60176.

   Note: This film deals with law enforcement personnel and citizens and their need to work together to prevent crime.

3. *Locks.* Charles S. MacCrone Productions, 8048 Soquel Drive, Suite H, Aptos, CA 95003.

   Note: This subject is covered in four films dealing with types of locks for doors and windows.

Establishing a Secure Work Environment
Unit 1

Answers to Assignment Sheets

Assignment Sheets 1 and 2 — Student performance will be evaluated according to criteria specified on the assignment sheets.

Assignment Sheet 3

1. Establish a security program for your business and hold regular training sessions on how to handle a threatening situation. Have employees role play possible crimes to familiarize themselves with the proper procedures to follow in case of a real situation.

2. Draw a layout of the facility and mark the appropriate security devices and improvements which should be added to secure the facility. Once the changes have been made, a security check would be wise to ensure the problem areas have not been overlooked such as broken or inadequate locks, easy access from roof, improper lighting, etc. It would also be a good idea to consult with local law enforcement officers about ways to protect the business.

3. a. First, Sam should not have made duplicate keys without the manager's consent. He also should not have issued keys to the other employees. However, the manager should have given Sam a key which clearly stated "Do No Duplicate." This would have prevented him from making any extra copies.

   Note: Sam's actions could result in his dismissal and criminal charges being filed against the guilty employee.

   b. Issue as few keys as possible. Stamp "Do No Duplicate" on employee keys. Keep records of all keys and to whom they were issued. Keep extra keys locked up.

4. a. Vicki is emotionally unstable and a chronic liar. Because the other employees did not talk to John, what Vicki said was not disputed.

   b. If John had checked her employment history and references, he would have found out that Vicki has been unable to keep a job as a result of her emotional problems.

   All prospective employees should be screened whether they are temporary or permanent. Also, it is management's responsibility to monitor employee morale and investigate if there is a problem before it affects the attitudes of all the employees.

Establishing a Secure Work Environment
Unit 1

Answers to Written Test

1. a. 3
   b. 2
   c. 4
   d. 5
   e. 1

2. a. 7
   b. 2
   c. 1
   d. 3
   e. 6
   f. 4
   g. 5

3. a. Develop a sound plan
   b. Implement it
   c. Practice it
   d. Evaluate it

4. a. Employer's responsibility — To provide on-the-job and personal security training
   b. Employee's responsibility — To realize the importance of a good security plan and to practice recommended security procedures

5. a, c, d, f

6. b, c, d, f, g, h

7. b, d, f

8. a. Uniforms
   b. Name tags
   c. Badges

9. b, d, e, g, h, i

10. a. References
    b. Polygraph
    c. Supervision
    d. Any one of the following: bank statement, petty cash fund, or inventory
    e. Either money or financial records
    f. Prosecute

Establishing a Secure Work Environment
Unit 1

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a.	To keep from happening	1. Crime
_____b.	To discourage from happening	2. Deter
_____c.	State or condition of being safe; freedom from danger, risk, or injury	3. Prevent
_____d.	Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft, or attack	4. Safety 5. Security
_____e.	An act that has been committed which is against the law	

2. Match types of business-related crimes on the right with their correct definitions.

_____a.	The destruction of an employer's property by an employee or other person to hurt the business	1. Assault
_____b.	The actual beating or use of force on an individual without his/her consent	2. Battery 3. Burglary
_____c.	A threat or attempt to strike or otherwise do physical harm to a person	4. Internal theft 5. Kidnap
_____d.	The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value	6. Robbery 7. Sabotage
_____e.	The act of taking something away by threat, force, or violence	
_____f.	The taking of property by an employee of the business establishment	
_____g.	To seize and detain by force or fraud; usually for the purpose of demanding a ransom	

Written Test

3. List the four steps in establishing a security program.

   a. _____

   b. _____

   c. _____

   d. _____

4. List employer/employee responsibilities concerning security training.

   a. Employer's responsibility — _____

   _____

   b. Employee's responsibility — _____

   _____

5. Select true statements concerning security factors in facility design by placing an "X" in the blanks preceding the true statements.

   _____a. Night lights should be installed inside and out to allow visibility on both sides of glass.

   _____b. Doorways should be accented with bushes, trees, and other decorative items.

   _____c. Windows should face street for easy viewing by customers and traffic.

   _____d. Windows that open should have crossbars, padlocks, bolts, or other locking devices to secure them on inside.

   _____e. Counter area should be kept from exterior viewing.

   _____f. Safe should be installed in counter, wall, or floor and should only allow employee to make money drop in slot.

6. Select from the following list environmental security devices by placing an "X" in the blanks preceding the correct devices.

   _____a. Bushes, shrubs, and trees

   _____b. Fences, walls, and other barriers

   _____c. Sturdy locks

   _____d. Solid doors and door frames

_____e. Cash register

_____f. Electronic sensors

_____g. Closed circuit television

_____h. Security guards

7. Select true statements concerning security of business keys by placing an "X" in the blanks preceding the true statements.

_____a. Issue as many keys as possible.

_____b. Keep up-to-date records of all keys and to whom they were issued.

_____c. Stamp "Permission to duplicate" on employee keys.

_____d. Avoid using master keys.

_____e. Keep any extra keys in a desk drawer.

_____f. Retrieve all keys in possession of a terminating employee.

8. List three means of employee identification.

a. _____

b. _____

c. _____

9. Select from the following list indicators of high risk employees by placing an "X" in the blanks preceding the correct indicators.

_____a. Age

_____b. Family problems

_____c. Race

_____d. Chronic liar

_____e. Living beyond means

_____f. Smoking

_____g. Heavy drinking

_____h. Drug use

_____i. Gambling

_____j. Marital status

10. Complete the following list of ways to control internal theft by inserting the word(s) that best complete(s) each statement.

    a. Check employment history and _____.

    b. Administer _____ test.

    c. Provide adequate employee _____.

    d. Conduct periodic audits of daily receipts and _____.

    e. Minimize access to _____.

    f. Investigate and _____ internal thefts.

***Permission to duplicate this test is granted.**

Establishing a Secure Work Environment
Unit 1

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Locate Security Devices In and Around Your Training Station Rating _____

Comments: _____

_____

Assignment Sheet 2—Complete a Security Checklist Concerning Your Work Environment Rating _____

Comments: _____

_____

Assignment Sheet 3—Solve Management Problems Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

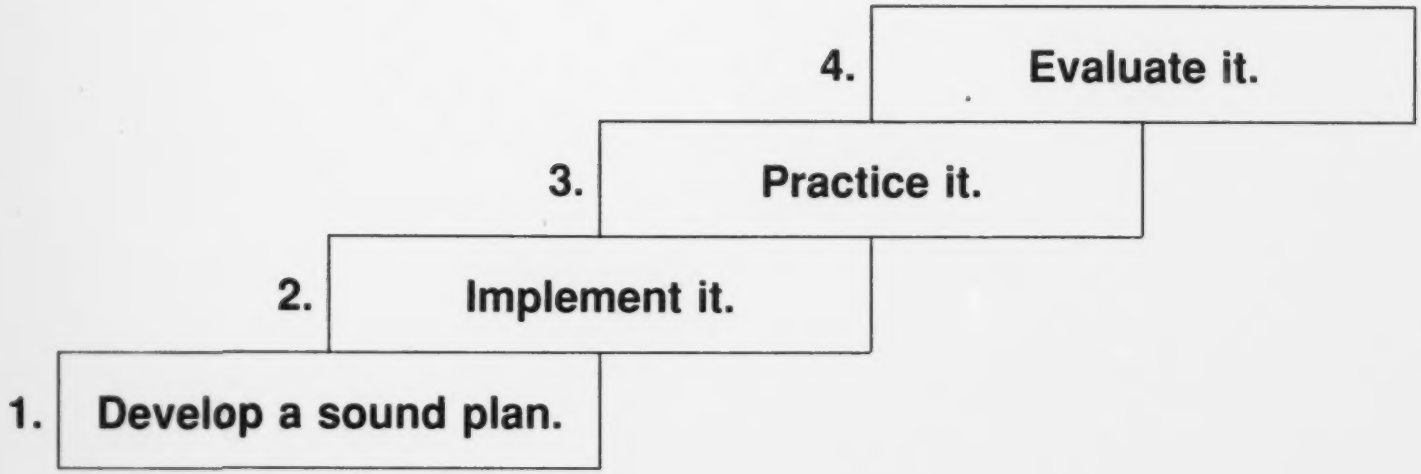
_____

Teacher Signature _____ Date _____

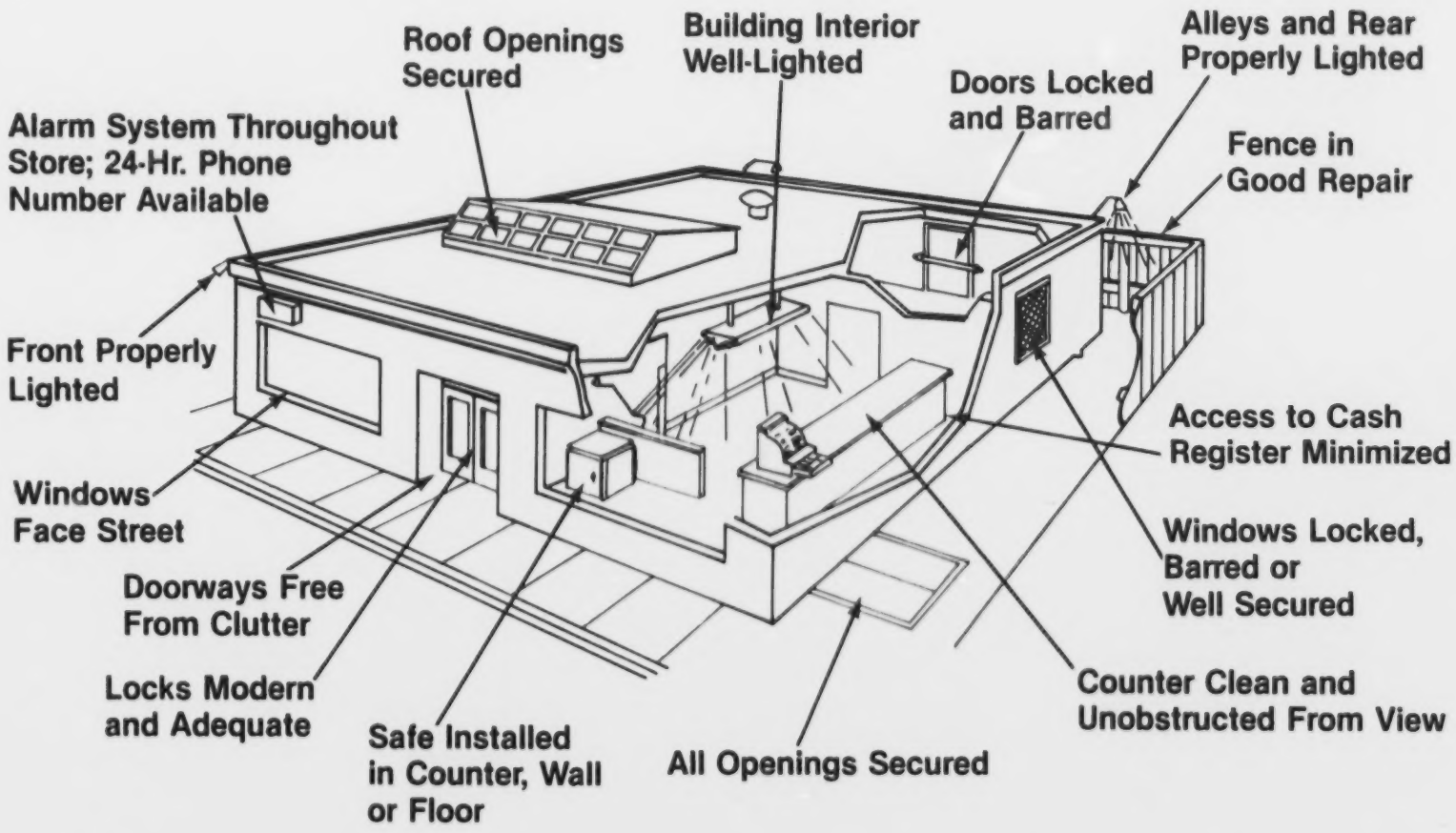
Student Signature _____ Date _____

***Permission to duplicate this form is granted.**

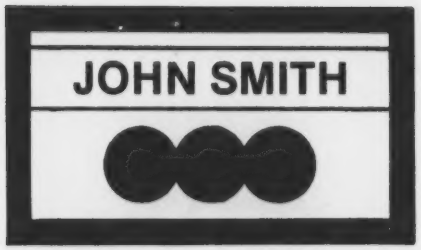
Steps in Establishing a Security Program



Security Factors in Facility Design


Roof Openings Secured
Building Interior Well-Lighted
Alleys and Rear Properly Lighted
Doors Locked and Barred
Alarm System Throughout Store; 24-Hr. Phone Number Available
Fence in Good Repair
Front Properly Lighted
Access to Cash Register Minimized
Windows Face Street
Windows Locked, Barred or Well Secured
Doorways Free From Clutter
Counter Clean and Unobstructed From View
Locks Modern and Adequate
Safe Installed in Counter, Wall or Floor
All Openings Secured

Means of Employee Identification



Uniform

Name Tag

Badge

Establishing a Secure Work Environment
Unit 1

Information Sheet

1. **Terms and definitions**

   a. **Crime** — An act that has been committed which is against the law

   b. **Deter** — To discourage from happening

   c. **Prevent** — To keep from happening

   d. **Safety** — State or condition of being safe; freedom from danger, risk, or injury

   e. **Security** — Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft, or attack

2. **Types of business-related crimes**

   Note: Techniques for the prevention of the crimes listed below will be addressed in this publication.

   a. **Assault** — A threat or attempt to strike or otherwise do physical harm to a person

   b. **Battery** — The actual beating or use of force on an individual without his/her consent

   c. **Burglary** — The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value

   d. **Internal theft** — The taking of property (money, merchandise, and/or equipment) by an employee of the business establishment

   e. **Kidnap** — To seize and detain by force or fraud; usually for the purpose of demanding a ransom

   f. **Robbery** — The act of taking something away by threat, force, or violence

   g. **Sabotage** — The destruction of an employer's property by an employee or other person to hurt the business

      Examples: Arson, bombing

Information Sheet

3. Steps in establishing a security program

Note: A large amount of crime is made possible because we create the perfect opportunities for criminals to strike. A good security program can help prevent a crime from happening in your business.

a. Develop a sound plan.

Note: Your local law enforcement agency is an excellent source for information in developing a plan for your business.

b. Implement it.

Note: Hold regular training sessions with employees to discuss and review security procedures.

c. Practice it.

Note: Have employees role play security situations which may occur inside or outside business facility.

d. Evaluate it.

Note: This should be done at least once a year and may involve a security check of the facility and the security procedures being followed by employees.

4. Employer/employee responsibilities concerning security training

a. It is the employer's responsibility to provide on-the-job and personal security training. This is essential in developing a plan and keeping it functioning.

b. It is the employee's responsibility to realize the importance of a good security plan and to practice recommended security procedures.

5. Security factors in facility design

Note: Although facility design is a management decision, it is helpful for all employees to be aware of these security factors.

a. Night lights should be installed inside and out to allow visibility on both sides of glass.

Note: A robber does not want to be observed entering or being in facility.

b. Doorways should be kept free from clutter. Locate bushes, trees, and other decorative items away from entrances and exits.

Information Sheet

c. Windows should face street for easy viewing by customers and traffic.

Note: This may alert public or police that a robbery is in process.

d. Windows that open should have crossbars, padlocks, bolts, or other locking devices to secure them on inside.

e. Access to roof should be limited. Secure any openings in roof which may provide entry by thief.

f. Counter area should be clean, orderly, and unobstructed from interior and exterior viewing.

g. Counter should be placed in busy area of store near entrance/exit where all customers will pass.

h. Safe should be installed in counter, wall, or floor and should only allow employee to make money drop in slot.

Note: Employee should not have access to safe's contents.

6. Environmental security devices

a. Fences, walls, and other barriers

b. Lighting inside and out

Note: Self-activated lights on a timer will prevent a business from being dark as a result of a forgetful employee.

c. Sturdy locks

Note: Consult a locksmith for inspection and recommendations.

d. Front windows of tempered glass or impact-resistant plastic windows

e. Solid doors and door frames

f. Continuous deposit drop safe

g. Alarm systems installed on all windows and doors

Note: It is a good plan to post signs to alert would-be burglars that alarm systems are in use.

Information Sheet

h. Electronic sensors

Note: These devices can pick up motion and sound.

i. Viewing mirror/window

Note: This may be placed by manager's office for surveillance of both customers and employees.

j. Closed circuit television

Note: This is ideal for observing activity at front door, back door, and cash register.

k. Security guards

7. Security of business keys

a. Issue as few keys as possible.

Note: Necessity is the only reason to issue keys.

b. Keep up-to-date records of all keys and to whom they were issued.

c. Stamp "Do Not Duplicate" on employee keys.

d. Avoid using master keys.

e. Keep any extra keys locked up.

f. Retrieve all keys in possession of a terminating employee.

Note: It is wise to withhold a final paycheck until the employee has turned in the key.

8. Means of employee identification

a. Uniforms

b. Name tags

c. Badges

Information Sheet

9. Indicators of high risk employees

a. Family problems

b. Home emergencies

c. Chronic liar

d. Living beyond means

e. Emotionally unstable

f. Heavy drinking

g. Drug use

h. Gambling

10. Ways to control internal theft

Note: Employee theft of cash is responsible for billions of dollars in losses per year. Factors which may lead to internal theft are attitude, opportunity, and need. Management can deal with attitude and opportunity. Only need cannot be controlled.

a. Conduct personnel screening.

Note: All prospective employees should be carefully screened.

- Request positive identification.
- Check employment history and references.
- Administer polygraph test.

Information Sheet

b. Provide adequate employee supervision.

- Separate employee responsibilities.
- Rotate duties periodically.
- Observe employee morale and offer management support.
- Encourage employees to work and act honestly. Set a good example for them to follow.

  Note: A reward and incentive program could help stop employee theft.
- Be fair.

c. Conduct periodic audits of

- Daily receipts
- Bank statements
- Petty cash fund
- Inventory

d. Minimize access to money.

e. Minimize access to financial records.

f. Check trash periodically for removal of money, merchandise, or equipment.

g. Investigate and prosecute internal thefts.

Establishing a Secure Work Environment
Unit 1

Assignment Sheet 1—Locate Security Devices In and Around Your Training Station

Name _____ Overall Rating _____

Evaluation criteria	Rating
Security devices have been indicated in contrasting ink	_____
Security devices have been labeled	_____
Layout is neat and labels are legible	_____

Introduction: Studies have shown that the use of environmental security devices can help to deter criminal actions in a business. This assignment will increase your awareness of security devices in your work environment.

Directions: Draw a layout of your training station (or an assigned business) including the outside environment and indicate in contrasting ink the security devices which are being used. Label each item on your diagram.

Note: Refer to Objective 6 in this unit for review of environmental security devices.

Establishing a Secure Work Environment
Unit 1

Assignment Sheet 2—Complete a Security Checklist Concerning Your Work Environment

Name _____ Overall Rating _____

Evaluation criterion	Rating
Checklist is completed as required	_____

Introduction: There is no single formula for ensuring that a business will be free from the threat of burglary, robbery, and internal theft. Management should, however, take all possible measures to guard against these problems. One of the most popular methods is the use of a checklist to determine if the work environment is secure.

Directions: Use the checklist provided in this assignment sheet to complete a security check of your work environment.

Note: Make arrangements with your supervisor or the manager of the designated business to complete this assignment. Do not complete this activity without the proper permission.

SECURITY CHECKLIST

Name of training station/business _____

Location _____

Date of security check _____

Permission given by _____

Facility Design

( ) Night lights are present inside and outside to allow visibility on both sides of glass.

( ) Windows face street for easy viewing by traffic.

( ) Windows are in good condition and secured.

( ) Doorways are free from clutter.

( ) Doors are heavy duty, in good condition and can be secured.

Assignment Sheet 2

( ) Floors are clear of any obstructions.

( ) All areas of business are easily observed by personnel.

( ) Emergency exits are free of clutter and are appropriately marked.

( ) Access to roof is limited and openings are secured.

( ) Safe is installed in counter, wall, or floor.

( ) All locks, alarms, and other environmental security devices are in good working condition.

Employee Safeguards

( ) Only authorized personnel have keys to business.

( ) Employees wear name tags, uniforms, or badges while on the job.

( ) All personal items are kept to a minimum and do not hinder business operation.

( ) Unauthorized persons are restricted from entering business office, storeroom, or shipping and receiving area.

( ) Regular meetings are held with employees to discuss security procedures.

( ) Employees are instructed on how to handle emergency situations.

( ) Employees' coats, purses, and packages are kept in a designated, secured area.

( ) All prospective employees are screened and prior employment history and references are checked.

( ) Adequate employee supervision is provided.

( ) Internal thefts are investigated and prosecuted.

Establishing a Secure Work Environment
Unit 1

Assignment Sheet 3—Solve Management Problems

Name _____ Overall Rating _____

Evaluation criteria	Rating
Answers are appropriate for problems	_____
Answers are written clearly and logically	_____

Introduction: It is a management responsibility to implement a security plan and to keep it functioning. However, all employees must be trained in handling emergency situations and should be able to assist management in securing the work environment.

Directions: Read each of the following situations and answer the questions which follow.

1. You have just finished visiting with the manager of the Pizza Palace next door to your business. Last month that business was robbed and the three employees on the late shift were threatened. Now one of those employees has hired a lawyer and is suing management for severe emotional stress as a result of the robbery. The lawyer is citing the fact that the client was not properly trained to react to a robbery or on how to handle a threatening situation.

   How would you protect your business from a possible lawsuit as a result of this type of situation?

   _____

   _____

   _____

   _____

2. You have just purchased an old frame house which is located on property zoned commercial. However, the property is run down and needs improvements before you can open an antique shop on the premises.

   What measures would you take to secure the facility?

   _____

   _____

   _____

   _____

Assignment Sheet 3

3. Sam is the assistant manager of Econo Drug and is often responsible for opening and closing the business. He has done this for two years now and is tired of opening and closing every day. Last month Sam had two duplicate keys made and gave them to Jeannie, the cashier, and Les, the stocker, so they could open and close periodically. Now Carol, the manager has found the inventory off by more than $350 and she wants to investigate and prosecute the person responsible for the loss.

   a. What is the cause of the problem?

   _____

   _____

   b. How would you prevent this situation from happening in your business?

   _____

   _____

   _____

   _____

4. John is responsible for hiring employees at Fred's Fast Finance Company. Recently he needed two new employees to help process the large number of loan requests due to the holiday buying season.

   An ad was placed in the local newspaper and John received several calls in reference to the openings. John told the callers that he would hire the first two people who showed up for work. As a result Vicki and Alan got the jobs and, since John only considered them temporary employees, he decided not to screen them.

   Lately John has noticed the employee morale is very low and the permanent employees have not been as friendly to him. When John asked Marcia, one of the loan officers, what the problem was, she told him that Vicki had told the other employees that she would become the assistant manager if she granted John sexual favors. In addition, Vicki told them that John had asked her to monitor the group and to report any employees who were not doing their work.

   a. What has caused the low morale problem?

   _____

   _____

   _____

Assignment Sheet 3

b. How could John have avoided this unpleasant situation?

_____

_____

_____

Applying On-The-Job Security Procedures
Unit 2

Objective Sheet

Unit Objective

After completing this unit, the student should be able to apply on-the-job security procedures. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Define terms related to on-the-job security procedures.
2. Select true statements concerning the recommended opening procedure for business establishments.
3. Explain the recommended closing procedure for business establishments.
4. Select true statements concerning door security procedures during business hours.
5. List precautions for handling money.
6. Select true statements concerning transporting money to the bank.
7. Select from a list techniques for the prevention of burglaries.
8. List the three most important factors in committing a robbery.
9. Select true statements concerning techniques for the prevention of robberies.
10. Explain the procedure for reporting a robbery.
11. Select from a list ways to prevent violence during a robbery.
12. List six basic types of weapons.
13. Select from a list types of information included on a crime fact sheet.
14. Select true statements concerning the procedure for providing a physical description of the robber/assailant.

Objective Sheet

15. Complete a list of statements concerning procedures for handling telephone threats.

16. Select true statements concerning the procedure to follow in the event of a demonstration.

17. Explain how to prepare for an emergency evacuation.

18. Prepare a weekly schedule for transporting money to the bank. (Assignment Sheet 1)

19. List preventive techniques for burglaries and robberies which are used at your training station. (Assignment Sheet 2)

20. Identify locations where a thief could be hidden in your training station. (Assignment Sheet 3)

21. Prepare an emergency procedure poster. (Assignment Sheet 4)

22. Make a door code device for determining an offender's height. (Assignment Sheet 5)

23. Complete a crime fact sheet. (Assignment Sheet 6)

24. Complete a crime vulnerability checklist. (Assignment Sheet 7)

25. Apply on-the-job security procedures in crime-related situations. (Assignment Sheet 8)

Applying On-The-Job Security Procedures
Unit 2

Suggested Activities

Instructional Plan

Preparation

1. Read the unit carefully and plan for instruction.
2. Review Teaching Suggestions section that follows. Plan for classroom activities.
3. Plan for students with special needs.
4. Make transparencies from the transparency masters included with this unit. These appear in the teacher edition only and are designed to be used with the following objectives:

   TM 1—Least Amount of Money They Would Rob For (Objective 8)
   TM 2—Protection Against Robbery (Objective 9)
   TM 3—Emergency Procedure Poster (Objective 10)
   TM 4 & 5—Basic Types of Weapons (Objective 12)
   TM 6—Thanks for the Memory (Objective 13)

5. Obtain films, videotapes, and other resources to supplement instruction of this unit. See ordering information in the Suggested Supplemental Resources section that follows.
6. Develop teaching plan. Adjust for different learning styles.
7. Make copies of Unit Evaluation Form.

Delivery and Application

8. Provide students with unit of instruction.
9. Discuss unit and specific objectives.
10. Discuss information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
11. Discuss the assignment sheets. Review criteria for evaluation of these activities.

Evaluation

12. Discuss the use of the Unit Evaluation Form with students. Discuss the rating scale that will be used for student evaluation.
13. Make copies of the written test. Add or modify test questions as needed.

14. Give written test.

15. Compile assignment sheet ratings and written test scores on the Unit Evaluation Form. Include any additional assignments.

16. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Have students develop "all clear" and "warning" signals for use when opening a business. Both a verbal command and gesture should be used. Skill areas: **Oral communication, nonverbal communication, creative thinking**, and **teamwork**.

2. Discuss with students why it is a good policy to avoid closing a business alone. Skill areas: **Listening** and **oral communication**.

3. Discuss parking procedures which may be used to protect employees who leave work after dark. This could be established as part of the security plan for a business. Have students share procedures that are used at their place of employment. Skill areas: **oral communication** and **listening**.

4. Discuss what is considered satisfactory identification when admitting delivery personnel or visitors at rear entrance of a business. Skill areas: **listening** and **oral communication**.

5. Explain the importance of keeping information pertaining to the business confidential.

   Example: An employee who brags about how much money is kept at the business where he/she works, and later that business is robbed by an individual who overheard the conversation.

6. Demonstrate proper techniques for making change. Skill areas: **listening, oral communication**, and **math**.

7. Have students bring to class examples of money carriers that they might use to transport money to the bank. Let students discuss and determine pros and cons of various types of money carriers. Skill areas: **listening, oral communication**, and **problem solving**.

Suggested Activities

8. Before providing information in Objective 8 to students, have them rank (according to their personal opinion) the most important factors in committing a robbery. Then have them compare their answers with Objective 8.

9. Invite a representative from a local law enforcement agency to class to discuss the prevention of burglaries and robberies. Have students prepare questions in writing beforehand to ask as part of the presentation. Skill areas: **writing, listening**, and **oral communication**.

10. Invite an insurance representative to class to discuss the cost in insuring a business from losses as a result of criminal activity. Have students prepare questions in writing beforehand to ask as part of the presentation. Skill areas: **writing, listening**, and **oral communication**.

11. Have students locate and write down the messages on security decals which are used at various businesses in the community. Discuss the types which were found and their significance. Skill areas: **writing, listening**, and **oral communication**.

12. Review first aid procedures which may be used in a life-threatening situation such as how to treat shock, how to stop bleeding, and how to administer CPR.

13. Have students read and cut out newspaper articles on business-related crimes. Discuss the incidents and injuries to victims and how the crimes may have been prevented. Skill areas: **reading, listening, oral communication**, and **problem solving**.

14. Invite a weapons specialist to class to exhibit and discuss the various types of weapons used in crimes. Have students pay particular attention to the features that may help them identify the type of weapon used if an armed robbery occurs at their place of employment. Skill areas: **listening** and **oral communication**.

15. Prepare a tape of a bomb threat or a ransom demand, then play it in class. Have students write down information they feel could help in resolving the incident. Refer to Objective 15 in this unit. Skill areas: **writing, listening**, and **problem solving**.

16. Have students develop a plan for an emergency evacuation at their training station. This should include them drawing a store layout and marking the evacuation route, establishing a place outside the facility for employees to meet, an employee checklist by shift, and the names of designated team leaders to assist in the evacuation procedure. Skill areas: **writing, listening, oral communication**, and **creative thinking**.

17. Arrange for a robbery to be staged in the classroom as part of Assignment Sheet 6.

18. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

Suggested Activities

Resources Used in Developing This Unit

1. *Just Another Statistic.* A Crime Prevention Booklet. National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611.

2. Lyon, Barbara. *Business Management and Ownership.* Stillwater, OK: Oklahoma Curriculum and Instructional Materials Center, 1982.

3. McDonald, Hugh C. *Survival.* New York: Ballantine Books, 1981.

4. Ninemeier, Jack D. *Food and Beverage Security: A Systems Manual for Restaurants, Hotels, and Clubs.* Boston, MA: CBI Publishing Company, Inc., 1983.

5. "Preventing Burglary and Robbery Loss." *Small Marketers Aids*, No. 134. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

6. "Report on Security Program for Retail Marketing Division." Cities Service Company. Tulsa, OK.

7. *Safety on the Streets.* National Safety Council, 425 North Michigan Avenue, Chicago, IL.

8. *Special Report: Securing Against Crimes.* California Restaurant Association, 3780 Wilshire Boulevard, Suite 600, Los Angeles, CA 90010.

9. Vincent, Linda. Collection of notes. Lafayette, LA.

10. *Your Bank and Armed Robbery.* Condensed version. The Association for Bank Audit, Control, and Operation, P.O. Box 500, Park Ridge, IL.

Suggested Supplemental Resources

Publications

1. *Accident Prevention Manual for Industrial Operations — Administration and Programs*, 8th ed. Chicago, IL: National Safety Council, 1983.

2. Ellis, Jr., Raymond C. *Security and Loss Prevention Management.* East Lansing, MI: The Educational Institute of the American Hotel and Motel Association.

   Note: This publication may be ordered by writing to P.O. Box 1240, East Lansing, Michigan 48823 or by calling (517) 353-5500.

3. "Preventing Retail Theft," *Small Marketers Aids*, No. 119. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

4. *Mind Your Business . . . If You Don't, Burglar's Will!* State Farm Fire and Casualty Company, Bloomington, IL 61701.

Suggested Activities

Films

1. *Remember That Face.* Bank Marketing Association, 309 West Washington Street, Chicago, IL 60606.

   Note: This film emphasizes the importance of calm, accurate observations during a robbery.

2. *One Chance.* Bank of America, Audio Visual Section #3630, Training Department, P.O. Box 37000, San Francisco, CA 94137.

   Note: This film depicts several bank robberies and shows how to observe and gather details of a robbery and communicate them to the authorities.

3. *Holdups: What to Do.* BWA Communications, Inc. (Subsidiary of the Bureau of National Affairs, Inc.) 9401 Decoverly Hall Road, Rockville, MD 20850.

   Note: This film outlines daily precautions against holdups, and demonstrates what to do during and after a holdup.

4. *Before It's Too Late.* Motorola Teleprograms, Inc., 4825 North Scott Street, Suite 26, Schiller Park, IL 60176.

   Note: This film deals with law enforcement personnel and citizens and their need to work together to prevent crime.

5. *Bomb Threat — Plan, Don't Panic.* William Brose Productions, Inc., 3168 Oakshire Drive, Hollywood, CA 90068.

   Note: This film depicts handling of a threatening call, planning, and bomb search.

6. *Games People Play.* Motorola Teleprograms, Inc., 4825 North Scott Street, Suite 26, Schiller Park, IL 60176.

   Note: This film is designed to transform your trainees from potentially easy marks for criminals into the first line of defense for your business by equipping personnel with proper skills.

Applying On-The-Job Security Procedures
Unit 2

Answers to Assignment Sheets

Assignment Sheets 1-7 — Student performance will be evaluated according to criteria specified on the assignment sheets.

Assignment Sheet 8

1. a. The lock on the front door should have been repaired or replaced as soon as they realized it was not locking properly.

   b. First, they should have entered through the front door. Second, only one person should have entered the shop and checked all areas thoroughly. The other employee should have stayed outside and waited for an all clear signal to be given. If the employee inside had not returned or had given a danger signal., the other employee could have alerted police to the situation.

   Also, no lights had been left on inside the shop which protected the criminal from being viewed by passing motorists.

   c. Jamie should have told Sam of her concern at hearing something in the office. They could have immediately left the shop and summoned police to check the facility. It is better to be safe and embarrassed than to risk bodily harm.

   d. First, make sure all doors and windows are securely locked. Second, make sure employees follow the opening procedures as listed in Objective 2 of this unit.

2. a. Factors that contributed to the robbery include:

   - The employees openly talked about Jim's practices.
   - Jim went to the bank at the same time every day.
   - He always used the same transportation.
   - He took the same route.
   - He never varied the money carrier. In fact, the green pouch is rather obvious.
   - He announced to the employees in front of customers that he was going to the bank.
   - He was the only carrier.

   b. Instruct employees not to discuss business practices, even jokingly, in public. Vary the time, mode of transportation, route, and money carrier frequently. If possible, use more than one person to make deposits or use a security service.

Answers to Assignment Sheets

3. a. They were not staffed to greet their customers effectively and to provide the assistance needed. They also left too much money in the store since their time was limited to making deposits. Also, Bob should not have pursued the robber. Once he was aware the robber was armed and had the means to act, Bob should have left the apprehension to the police.

   b. If Bob and Cindy had better prepared themselves in terms of proper store security, they could have minimized their chances of being robbed. The lack of personnel and their obvious lack of experience in running the business marked the store as an easy target for would be robbers. Proper training could have prevented the robbery and Bob's subsequent murder.

4. a. Yes. Since the employee knew Dan had the reputation of being a troublemaker, he should have alerted his supervisor to Dan's threat. When the first call was made, management might have taken the situation more seriously if they had known about the threat.

   b. No. The secretary was not trained to handle the situation and she panicked and hung up the phone when she couldn't get anyone to help.

   c. Management failed to train their employees in how to handle phone threats. They also had no planned evacuation procedure.

   d. Implement a security program for the business and have employees practice all procedures. Name team leaders to assist in the evacuation procedure and have a designated spot for employees to meet away from the facility. A master list of all employees, by shift, should also be prepared. Stress to employees the importance of taking a bomb threat seriously and to stay calm in emergency situations.

Applying On-The-Job Security Procedures
Unit 2

Answers to Written Test

1. a. Demonstration — An organized, public display of group feelings toward a person or cause
   b. Evacuation — The organized withdrawal of people from a facility for safety purposes

2. a, b, d, f

3. Explanation should include at least five points for closing (Objective 3) and should be written as complete sentences.

4. a, b, d, e

5. Any four of the following:

   a. Never allow money to build up in your register.
   b. Money drawers should be closed at all times when not in use.
   c. Do not discuss amount of money handled in store with friends or customers.
   d. Be alert. Do not let customers or disturbances draw your attention away from open cash drawer.
   e. Pay full attention in all cash transactions.
   f. Do not make change as part of sale. Handle as separate transaction.

6. a, c, f, h, j, k

7. All are correct

8. a. Amount of money
   b. Escape route
   c. Anonymity

9. a, c, d, e, f, g, h, i, j

10. Explanation should include at least six points for reporting a robbery (Objective 10) and should be written as complete sentences.

11. b, c, d, g, i

12. a. Shotguns
    b. Machine guns
    c. Automatic pistols
    d. Revolvers
    e. Knives
    f. Bombs

Answers To Written Test

13. a, c, d, e, f, h, i, j

14. a, b, c, e

15. a.
    (1) Seriously
    (3) Listen
    (5) Characteristics
    (7) Identifiable noises
    (9) Time
    (10) Write down
    (13) Locating
    (14) Evacuate
    (15) Lock

    b.
    (3) Signals
    (4) Real
    (5) Talking
    (7) Cooperate
    (8) Stall
    (9) Ransom

16. a, b, c, d, e, f, g

17. Explanation should include at least four points (Objective 17) and should be written as complete sentences.

Applying On-The-Job Security Procedures
Unit 2

Written Test

Name _____ Score _____

1. Define the following terms.

   a. Demonstration — _____

   _____

   _____

   b. Evacuation — _____

   _____

   _____

2. Select true statements concerning the recommended opening procedure for business establishments by placing an "X" in the blanks preceding the true statements.

   _____a. Employees responsible for opening should arrive at same time.

   _____b. Before entering, employees should drive around building and carefully check for suspicious activity or damage to facility.

   _____c. If everything seems normal, the manager of designated employee should enter the facility using the rear entrance with the other employee standing near the entrance.

   _____d. The first employee in should turn on the lights and check the interior, including restrooms, offices, storerooms, and other places that might offer concealment for a thief.

   _____e. After a predetermined time, the employee should reappear in the rear entrance and signal the waiting employee.

   _____f. The signal should be changed periodically and be given both in a voice command and gesture to indicate it is clear. Another signal should be predetermined to indicate trouble.

   _____g. If the danger signal is given, the waiting employee should scream for help and run to a phone to call the police.

   _____h. If the clear signal is given, the waiting employee should enter the facility and leave the door unlocked until other employees have arrived.

Written Test

3. Explain the recommended closing procedure for business establishments. Include at least five points as part of the explanation and use complete sentences.

_____

_____

_____

_____

_____

_____

4. Select true statements concerning door security procedures during business hours by placing an "X" in the blanks preceding the true statements.

_____a. Rear doors should be locked when not in use.

_____b. A small window or peephole should be present on rear doors for viewing all visitors.

_____c. People requesting entry from rear doors, such as delivery personnel, should provide a good reason before door is opened.

_____d. All doors should be kept locked before opening and after closing.

_____e. All employees should enter through front entrance.

5. List four precautions for handling money.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

6. Select true statements concerning transporting money to the bank by placing an "X" in the blanks preceding the true statements.

_____a. Select a bank close to the business.

_____b. Use same route to bank each day.

_____c. Vary time of day deposits are made.

_____d. Use a bank/money bag to carry money.

_____e. Announce to other employees that you are going to the bank.

_____f. Money should be transported in a variety of carriers.

_____g. Use less-populated streets.

_____h. Notify the bank of your departure and give a close estimate of your time of arrival.

_____i. If bank personnel disagree with the amount of money to be deposited, have bank personnel recount money and make proper adjustments on deposit slip.

_____j. If a night deposit is made, check deposit slot twice to assure that deposit has dropped completely into bank.

_____k. Return to business immediately after making deposit.

7. Select from the following list techniques for the prevention of burglaries by placing an "X" in the blanks preceding the correct techniques.

_____a. Check all doors and windows at close of business and activate locks (internal and external) and security alarm.

_____b. Turn on outside security lights.

_____c. Leave interior lights on over the safe, entrance, and exit.

_____d. Lock safe.

_____e. Lock money drawers.

_____f. Keep minimum amount of money on premises.

_____g. Lock up extra keys, petty cash, and stamps.

_____h. Check all rooms and storage areas for any hiding intruders.

_____i. Report any suspicious loiterers in or near business at closing time to police.

8. List the three most important factors in committing a robbery.

   a. _____

   b. _____

   c. _____

9. Select true statements concerning techniques for the prevention of robberies by placing an "X" in the blanks preceding the true statements.

   _____a. Be alert during working hours.

   _____b. Keep the sales counter obstructed from outside the facility.

   _____c. Openly and properly greet customers.

   _____d. Look directly into customers' eyes as this may give you some indication of their intentions.

   _____e. Keep marked money ("bait money") in cash drawer or register to help identify the robber.

   _____f. Post decals to advertise security systems.

   _____g. Be aware of activities outside the store. Increase awareness during evening hours of operation.

   _____h. Be aware of blind areas around store where a person or vehicle could be hiding.

   _____i. Take note of possible escape routes that might be available to a fleeting person.

   _____j. Always call for a police patrol check if activities around store appear suspicious.

10. Explain the procedure for reporting a robbery. Include at least six points as part of the explanation and use complete sentences.

11. Select from the following list ways to prevent violence during a robbery by placing an "X" in the blanks preceding the correct ways.

_____a. Stall for time.

_____b. Remain calm.

_____c. Listen carefully to orders and carry them out precisely, without hesitation.

_____d. Do not argue with robber.

_____e. Keep any possible surprises from robber.

_____f. If robber is armed, try to get weapon.

_____g. Drop and lie perfectly still if shooting starts.

_____h. Chase or follow robber to assist police in apprehension of criminal.

_____i. Try to note the direction the robber goes and the mode of transportation used.

Written Test

12. List six basic types of weapons.

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

    f. _____

13. Select from the following list types of information included on a crime fact sheet by placing an "X" in the blanks preceding the correct types.

    _____a. Height and weight

    _____b. Marital status

    _____c. Distinguishing characteristics

    _____d. Type of clothing

    _____e. Weapon exhibited

    _____f. Speech

    _____g. Attitude toward victims

    _____h. Mannerisms

    _____i. Mode of transportation used in escape

    _____j. Direction taken to escape

14. Select true statements concerning the procedure for providing a physical description of the robber/assailant by placing an "X" in the blanks preceding the true statements.

    _____a. Promptly fill out form provided by training station.

    _____b. Do not omit any detail, no matter how insignificant it may seem.

    _____c. Be accurate. Do not guess.

    _____d. Compare notes with other witnesses.

    _____e. Give form to investigating officer or supervisor as appropriate.

15. Complete the following list of statements concerning procedures for handling telephone threats by inserting the word(s) that best complete(s) each statement.

a. Bomb threat

(1) Take bomb threat _____.

(2) Remain calm.

(3) _____ to the caller carefully.

(4) Keep the caller talking while you alert other employee to situation.

(5) Listen to _____ of caller's voice.

(6) Ask for information pertaining to the bomb such as when it is set to explode, where it has been placed, what it looks like, and what type it is.

(7) Listen for any _____ _____ in background.

(8) Ask why bomb was placed in facility and if there are any demands.

(9) Note the _____ of the call.

(10) _____ _____ the caller's exact words if possible.

(11) After call, contact your manager or supervisor immediately.

(12) Notify the local law enforcement agency.

(13) Offer investigating officers assistance in _____ the bomb.

(14) _____ facility.

(15) If time permits, _____ equipment containing cash and secure valuables.

(16) Do not return to facility until police have determined the threat was a hoax or until bomb has been removed.

b. Kidnap/hostage situation

(1) Take kidnap/hostage situation seriously.

(2) Remain calm.

(3) Alert other employees, through prearranged _____, to the situation.

(4) Verify that the situation is _____.

(5) Keep caller _____.

(6) Write down the caller's demands. Ask questions to determine why hostage is being held and how much money is needed.

(7) _____ with caller.

(8) _____ for time.

(9) Attempt to arrange a hostage exchange for _____.

(10) Cooperate with law enforcement officers in securing release of hostage.

16. Select true statements concerning the procedure to follow in the event of a demonstration by placing an "X" in the blanks preceding the true statements.

_____a. Contact management and inform them of situation.

_____b. Locate employees at key points in facility to report on demonstrator's activities. If activities are outside, place at least two employees at entrance to relay information.

_____c. Caution all employees to remain calm.

_____d. Secure any items of value. Minimize cash in drawers and registers.

_____e. Remove any items which could be used as weapons.

_____f. Proceed with business as usual.

_____g. If demonstration moves inside, ask employees to remain courteous but refrain from talking or coming in contact with demonstrators.

_____h. Advise employees to detain demonstrators if vandalism or stealing occurs.

Written Test

17. Explain how to prepare for an emergency evacuation. Include at least four points as part of the explanation and use complete sentences.

_____

_____

_____

_____

_____

_____

_____

_____

*Permission to duplicate this test is granted.

Applying On-The-Job Security Procedures
Unit 2

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Prepare a Weekly Schedule for Transporting Money to the Bank Rating _____

Comments: _____

_____

Assignment Sheet 2—List Preventive Techniques for Burglaries and Robberies Which Are Used at Your Training Station Rating _____

Comments: _____

_____

Assignment Sheet 3—Identify Locations Where a Thief Could Be Hidden in Your Training Station Rating _____

Comments: _____

_____

Assignment Sheet 4—Prepare an Emergency Procedure Poster Rating _____

Comments: _____

_____

Assignment Sheet 5—Make a Door Code Device for Determining an Offender's Height Rating _____

Comments: _____

_____

Assignment Sheet 6—Complete a Crime Fact Sheet Rating _____

Comments: _____

_____

Assignment Sheet 7—Complete a Crime Vulnerability Checklist Rating _____

Comments: _____

_____

Unit Evaluation Form

Assignment Sheet 8—Apply On-The-Job Security Procedures in Crime-Related Situations Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

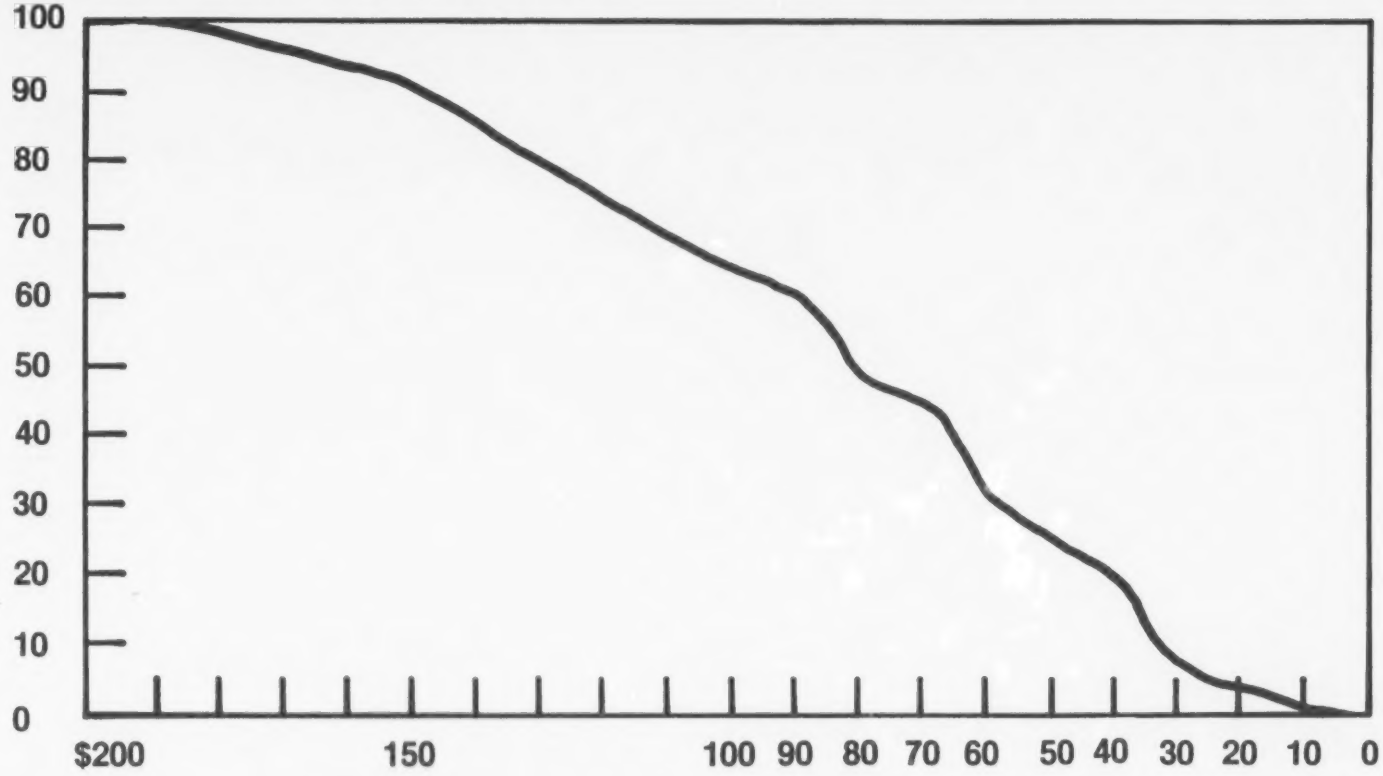
Teacher Signature _____ Date _____

Student Signature _____ Date _____

***Permission to duplicate this form is granted.**

Least Amount of Money They Would Rob For

Cumulative Percentage of Robbers



Above $100 — Additional Money is Less Important

Courtesy of Southland Corporation

Protection Against Robbery

Be Alert

Try not to work alone. If you must, leave a radio or TV playing in a back room.

Be visible and greet customers courteously. Arrange your counter so it can be seen from the street, in full view of passersby. Try not to turn your back on a customer — install phones where you can keep an eye on things.

Don't Flash the Cash

Vary your deposit procedure daily.

Deposits by armored car are best. Where you must rely on individuals, carry money inside coat and trouser pockets, never in handbags, moneybags, paper sacks, or unlocked briefcases.

After a robbery, don't make the mistake of inviting another attack by revealing operating methods or large losses in the newspaper.

Record the dates and serial numbers of a few bills and keep them separate as "bait money" for tracing by the police.

Emergency Procedure Poster

Police: _____ Fire Department: _____

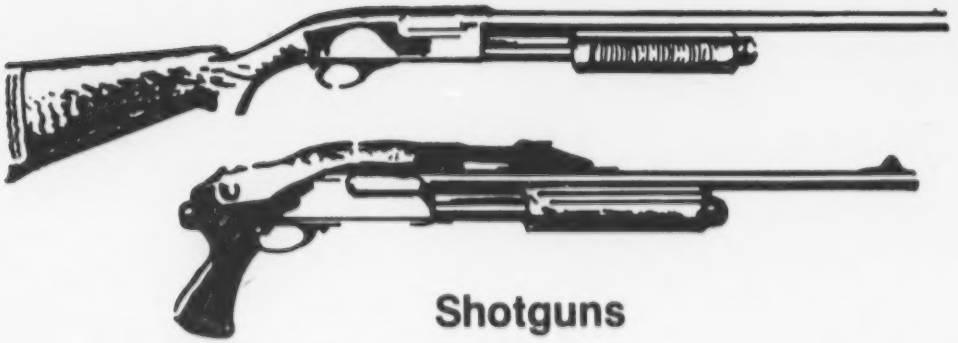
Ambulance: _____ Security Personnel: _____

Manager: _____ Gas Company: _____

1. I am calling from _____
   (Name of Business)
2. Located at _____
   (Address of Business)
3. The nearest cross street is _____
4. I want to report _____
   (Nature of the incident, e.g., robbery)
5. Describe the incident _____
6. Describe the suspects if calling to report a crime:
   a. How many suspects? _____ Ethnic, Race: _____
   b. Suspect No. 1 _____ _____ _____ _____
      Sex Height/Weight Color of Eyes Color of Hair

      _____ _____
      Clothing Worn Scars, Marks, etc.
   c. Suspect No. 2 (Repeat above information)
7. Describe vehicle used by suspect(s) if vehicle was seen:
   a. _____ _____ _____ _____ _____ _____
      Year Make Model Color License #, if any Oddities
8. This incident occurred _____
   (How many minutes before call?)
9. My name is _____
   Name of employee calling
10. The telephone number I am calling from is _____

Basic Types of Weapons



Shotguns

Revolvers

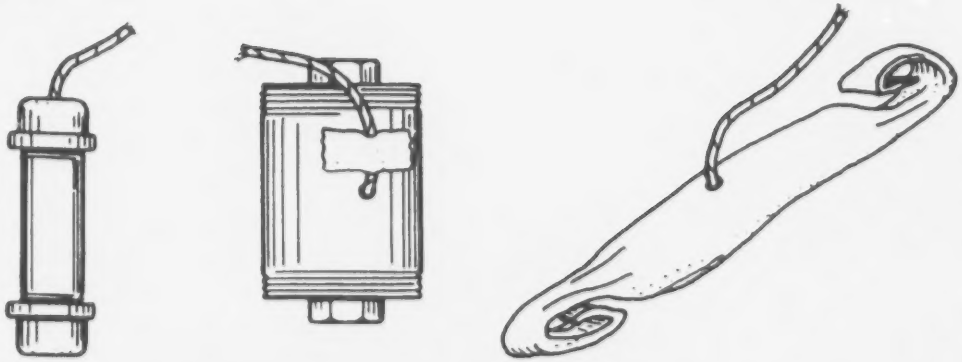
Automatic Pistols

Machine Guns

Basic Types of Weapons
(Continued)

Time-Delay Bomb

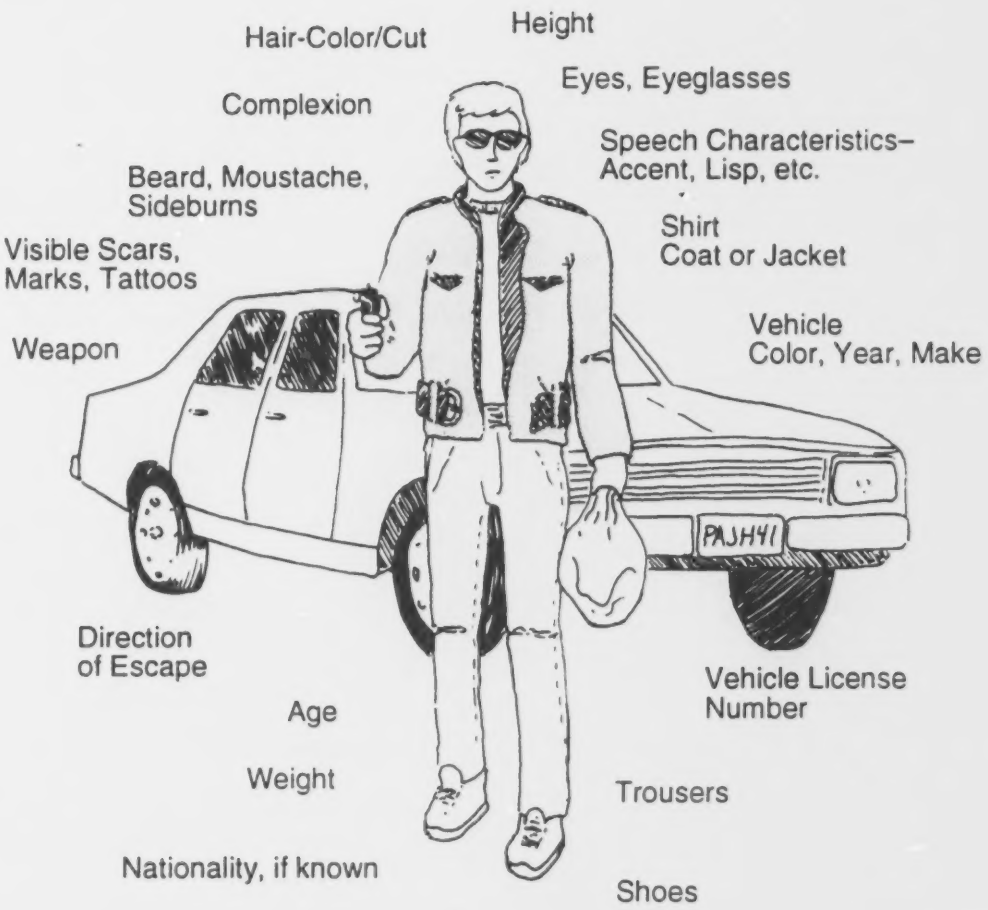
Knife



Typical Pipe Grenades

Thanks for the Memory

Most robberies are over in less than one minute. Take note of everything you can . . . the robber's size, weight, build, dress, speech, abnormalities, method, and direction of getaway.



Don't compare notes with other witnesses. It's easy to become confused.

Applying On-The-Job Security Procedures
Unit 2

Information Sheet

1. **Terms and definitions**

   a. **Demonstration** — An organized, public display of group feelings toward a person or cause. Participants generally carry signs or wear banners as a means of communication.

   b. **Evacuation** — The organized withdrawal of people from a facility for safety purposes

2. **Recommended opening procedure for business establishments**

   a. Follow the carefully prescribed routine each business day.

   b. Employees responsible for opening should arrive at same time.

   c. Before entering, employees should drive around building and carefully check for suspicious activity or damage to facility.

      Note: If anything suspicious is observed upon arrival, **do not** enter the facility. Contact local law enforcement and management. Remain in view of facility, but at a safe distance, until officers arrive.

   d. If everything seems normal, the manager or designated employee should enter the facility using the front entrance with the other employee standing well away from the entrance.

   e. The first employee in should turn on the lights and check the interior, including restrooms, offices, storerooms, and other spaces that might offer concealment for a thief.

   f. After a predetermined time, the employee should reappear in the front entrance and signal the waiting employee.

   g. The signal should be changed periodically and be given both in a voice command and gesture to indicate it is clear. Another signal should be predetermined to indicate trouble.

   h. If the danger signal is given, the waiting employee should indicate that an item was left in the car and then proceed slowly but deliberately to a phone to call the police.

   i. If the clear signal is given, the waiting employee should enter the facility and relock the front door until business hours.

Information Sheet

3. Recommended closing procedure for business establishments

Note: Crimes committed after closing operations offer the greatest rewards to the criminal. With the building empty and closed, the criminal can take time to secure both money and the victim(s), thus preventing immediate contact with police. The danger in this type of situation is that criminals have no reason to hurry and acts of violence, such as rape and murder, are more likely to happen.

a. Avoid closing a business alone.

b. Thirty minutes before closing, check the interior including restrooms, offices, storerooms, and other spaces that might offer concealment to a thief.

c. Observe any unusual activity on the part of the customers as they are leaving premises.

Example: Loitering

d. Lock all external doors immediately at closing.

Note: Do not begin counting cash until entire building is secured.

e. Keep closing crew in business; do not allow employees to take out trash after dark or at closing.

Note: This allows robbers an opportunity to gain admittance to business.

f. Complete all closing procedures

g. Use techniques for the prevention of burglaries (Objective 7)

h. Leave as a group for personal safety and to deter a robber from using an employee to gain entrance to the business.

Note: It is always an excellent practice for employees to park together in a well-lighted area of the parking lot.

4. Door security procedures during business hours

a. Rear doors should be locked when not in use.

b. A small window or peephole should be present on rear doors for viewing all visitors.

c. People requesting entry from rear doors, such as delivery personnel, should provide satisfactory identification before door is opened.

Note: If a delivery is not expected, call delivery company for verification.

Information Sheet

d. All doors should be kept locked before opening and after closing.

> **Caution: Employees should not go in and out of business before or after business hours. Most criminal activity occurs at this time.**

e. All employees should enter through front entrance.

5. Precautions for handling money

a. Never allow money to build up in your register. Hourly checks of register should be made and excess money should be deposited in safe. Notify manager if large sum of cash accumulates in cash drawer.

b. Money drawers should be closed at all times when not in use.

c. Do not discuss amount of money handled in store with friends or customers.

d. Be alert. Do not let customers or disturbances draw your attention away from open cash drawer.

e. Pay full attention in all cash transactions. Concentrate on the amount of money received from the customer, the amount of purchase and, if appropriate, the amount of change to return to customer.

f. Do not make change as part of sale. Handle as separate transaction.

Note: Management will determine policy on making change to customers.

Information Sheet

6. Transporting money to the bank

Note: If your training station has an armored car service or if a police escort is available for transporting money, always take advantage of it.

a. Select a bank close to the business.

b. Change route to bank each day.

c. Vary time of day deposits are made.

d. Do not use a bank/money bag to carry money.

e. Do not announce to other employees that you are going to the bank.

f. Money should be transported in a variety of carriers.

Examples: Tool box, lunch pail, brown paper sack

Note: Checks may be carried in clear, plastic bag to indicate currency is not being transported.

g. Use well-populated streets.

h. Notify the bank of your departure and give a close estimate of your time of arrival.

Note: Proceed immediately to bank. If plans change, notify the bank immediately.

i. If bank personnel disagree with the amount of money to be deposited, return the deposit to the business and recount money. Make proper adjustments on deposit slip.

j. If a night deposit is made, check deposit slot twice to assure that deposit has dropped completely into bank.

Note: Do not approach a night deposit box if others are at or near it. Circle the block and make the deposit after others have left.

k. Return to business immediately after making deposit.

7. Techniques for the prevention of burglaries

a. Check all doors and windows at close of business and activate locks (internal and external) and security alarm.

b. Turn on outside security lights.

c. Leave interior lights on over the safe, entrance, and exit.

d. Lock safe.

Note: Do not leave the combination to the safe in the business.

e. Lock money drawers.

f. Keep minimum amount of money on premises.

Note: Bank deposits should be made at least daily.

g. Lock up extra keys, petty cash, and stamps.

h. Check all rooms and storage areas for any hiding intruders.

i. Report any suspicious loiterers in or near business at closing time to police.

Information Sheet

8. Most important factors in committing a robbery

Note: This objective is derived from a Southland Corporation-commissioned survey of prison inmates which was conducted by Athena Research Corporation of Jackson Hole, Wyoming in 1985. The survey, which focused on convenience stores, indicated that it was clearly the amount of money that determined the appeal of a business as a robbery target.

(On a scale of 1 to 5 with 1 most important)		
(1)	Amount of Money	1.27
(2)	Escape route	2.33
(3)	Anonymity	2.76
(4)	Likelihood of interference	3.02
(5)	Active police patrol	3.44
(6)	Armed clerk	3.60
(7)	Number of clerks in store	3.76
(8)	Number of customers in store	3.80
(9)	Camera system in store	4.18
(10)	Alarm system in store	4.39

9. Techniques for the prevention of robberies

Note: Every day approximately 1500 robberies occur in the United States, mostly retail establishments.

a. Be alert during working hours.

b. Keep the sales counter in clear view from outside the facility and in major traffic areas of customers.

c. Openly and properly greet customers.

Note: By making contact with a potential robber, you have let the individual know you are aware of his/her presence in the store.

d. Look directly into customers' eyes as this may give you some indication of their intentions.

e. Extend services and assistance to the customers.

Note: A real customer likes the attention and robbers do not.

f. Keep cash on hand to a minimum.

Note: A sign alerting would-be robbers that little cash is kept on the premises is a strong deterrent to robbery.

g. Keep marked money ("bait money") in cash drawer or register to help identify the robber.

h. Post decals to advertise security systems.

Example: Minimum amounts of cash on hand.

i. Be aware of activities outside the store. Increase awareness during evening hours of operation.

j. Be aware of blind areas around store where a person or vehicle could be hiding.

k. Take note of possible escape routes that might be available to a fleeting person.

l. Always call for a police patrol check if activities around store appear suspicious.

Note: It is a good policy for food service establishments to offer complimentary coffee and meal discounts to police officers to increase their visits to the facility.

m. Assist police and courts in prosecuting robbers who are caught as a deterrent to other robbers.

10. Procedure for reporting a robbery

a. When robber has left the store, call the police. Respond to all questions and do not hang up the phone until the officer tells you to do so.

Note: Emergency phone numbers should be located on or near the telephone.

b. In the event a person is injured, call the paramedics then contact the injured person's family.

c. Follow up the emergency calls with a call to your supervisor.

d. Stay near the phone.

Information Sheet

e. Protect the crime area from any disturbance. **Do not touch any evidence.**

Note: All business transactions must stop until the police have completed their investigation.

f. Take out a crime fact sheet and fill in the appropriate information while it is fresh in your mind.

g. If other witnesses to robbery are present, ask them to write down robber's description and to remain until police arrive.

Note: Do not discuss robbery with others or allow them to discuss robber with one another. Leave fact finding to the police.

h. Do not estimate amount of the loss.

Note: If you are not certain of the exact amount, tell the police. A correct amount can be determined by your supervisor.

11. Ways to prevent violence during a robbery

a. Keep it short and smooth.

Note: The longer the robbery takes, the more nervous the robber becomes.

b. Remain calm.

c. Listen carefully to orders and carry them out precisely, without hesitation.

d. Do not argue with robber.

Note: Robbers seldom hurt people who cooperate with them.

e. Tell the robber about any possible surprises.

Example: New shift coming on duty or an expected delivery

f. Do not make any statement to the robber that could be misinterpreted as a threat.

Example: Telling a robber he will be prosecuted to the fullest extent of the law

g. Do not fight the robber.

Note: Money is not worth the risk of harm to customers or employees.

h. Do not use weapons.

Note: It is company policy which determines whether weapons are prohibited from the premises.

i. Drop and lie perfectly still if shooting starts.

k. Do not chase or follow robbers. A robber may deal with threats violently.

Note: A police officer could mistake you for the robber if you were observed fleeing the scene. Try to note the direction the robber goes and the mode of transportation used.

12. Basic types of weapons

a. Shotguns

b. Machine guns

c. Automatic pistols

d. Revolvers

e. Knives

f. Bombs

13. Types of information included on a crime fact sheet

a. Physical description

- Height
- Weight
- Age
- Color of hair, eyes, complexion
- Distinguishing characteristics

b. Clothing

- Style
- Color
- Type

Information Sheet

c. Miscellaneous

- Weapon exhibited
- Speech
- Any names used
- Mannerisms

d. Means of escape

- Mode of transportation
- Direction taken

14. Procedure for providing a physical description of the robber/assailant

a. Promptly fill out form provided by training station.

b. Do not omit any detail, no matter how insignificant it may seem.

c. Be accurate. Do not guess.

Note: It is better to leave blanks if you are unsure.

d. Do not compare notes with other witnesses. It is easy to become confused.

e. Give form to investigating officer or supervisor as appropriate.

15. Procedures for handling telephone threats

a. Bomb threat

- Take bomb threat seriously.
- Remain calm.
- Listen to the caller carefully.
- Keep the caller talking while you alert other employee to situation.

  Note: If possible, get second employee on phone line to listen to conversation.

- Listen to characteristics of caller's voice.

Information Sheet

- Ask for information pertaining to the bomb such as when it is set to explode, where it has been placed, what it looks like, and what type it is.
- Listen for any identifiable noises in background.
- Ask why bomb was placed in facility and if there are any demands.
- Note the time of the call — when it began and ended.
- Write down the caller's exact words if possible.
- After call, contact your manager or supervisor immediately.
- Notify the local law enforcement agency.

  Note: Management is responsible for notifying police. However, time is important in the case of a bomb threat so it may be necessary for an employee to contact the police first.

- Offer investigating officers assistance in locating the bomb.

  Note: A manager or employee is more familiar with business surroundings and may be able to point out areas where bomb could be hidden and any items which should not be in the area.

Caution: No one should attempt to move, touch, examine, or disturb a bomb if it is located before trained personnel have arrived. Tampering with the device could result in its detonation and cause death of serious injury to employees and customers.

- Evacuate facility.

  Note: Follow predetermined evacuation procedure.

- If time permits, lock equipment containing cash and secure valuables.
- Do not return to facility until police have determined the threat was a hoax or until bomb has been removed.

b. Kidnap/hostage situation

Note: This type of threat generally is limited to major banking institutions and corporate offices.

- Take kidnap/hostage situation seriously.
- Remain calm.
- Alert other employees, through prearranged signals, to the situation.
- Verify that the situation is real.
  - — Have other employee try to locate alleged hostage at work, home, etc.
  - — Ask to speak to hostage.
- Keep caller talking.

  Note: Listen carefully to caller's voice to pick up any distinguishing characteristics which might identify individual. Also listen for any noises in the background which could identify location where hostage is being held.
- Write down the caller's demands. Ask questions to determine why hostage is being held and how much money is needed.
- Cooperate with caller.
- Stall for time. Explain that it is difficult to obtain large sums of money in a short period of time.
- Attempt to arrange a hostage exchange for ransom. Make sure instructions are clear.
  - — When
  - — Where
  - — Amount of ransom
  - — Type of payoff — person-to-person or drop

    Note: It is always preferred to make a simultaneous exchange of ransom for the hostage.
- Cooperate with law enforcement officers in securing release of hostage.

  Note: The safety of the hostage always comes first. The apprehension of the criminal is secondary.

Information Sheet

16. Procedure to follow in the event of a demonstration

Note: Any type of business needs to know about the right to protect property and legal responsibility for the safety of employees and other people. Management should obtain an opinion from the District Attorney as to rights in protecting property.

a. Contact management and inform them of situation.

Note: It is a management responsibility to notify security personnel or local police in the event of a demonstration.

b. Locate employees at key points in facility to report on demonstrator's activities. If activities are outside, place at least two employees at entrance to relay information.

c. Caution all employees to remain calm.

d. Secure any items of value. Minimize cash in drawers and registers.

e. Remove any items which could be used as weapons.

f. Proceed with business as usual.

g. If demonstration moves inside, ask employees to remain courteous but refrain from talking or coming in contact with demonstrators.

h. Advise employees not to detain demonstrators, even if vandalism or stealing occurs.

Note: Property can be replaced. Employee and customer safety is the first priority.

17. How to prepare for an emergency evacuation

Note: Emergency situations such as bomb threats, acts of terror, and riots are real and should not be overlooked. Lack of planning could result in unnecessary deaths.

a. Have a predetermined plan for evacuation.

Note: It is wise to have more than one path in the event one direction is blocked.

b. Practice plan with employees periodically and modify as necessary.

c. Designate an area away from facility for employees to meet.

d. Assign team leaders to direct evacuation and to account for all employees and customers.

e. Make sure all exits are clearly marked and free of clutter which could hamper the evacuation process.

f. Stress the importance of remaining calm.

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 1—Prepare a Weekly Schedule for Transporting Money to the Bank

Name _____ Rating _____

Evaluation criteria	Rating
Weekly schedule is complete	_____
Schedule is logical and shows sound judgment	_____
Schedule is written legibly	_____

Introduction: Some businesses may utilize an armored car service to transport large sums of money to the bank. However, many small businesses must rely on management personnel to make their bank deposits. It is important that a schedule for transporting money to the bank is varied to prevent would-be robbers from identifying a pattern for deposits that could make it easy for a carrier to be robbed. General hints for transporting money to the bank are provided in Objective 6 on the information sheet in this unit.

Directions: Using the form on the back of this page, prepare a weekly schedule and list possible routes that could be taken to transport money to the bank.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time of Deposit							
Possible Route to Bank							
Address of Bank							
Carrier for Money							
Type of Transportation							

Assignment Sheet 1

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 2—List Preventive Techniques For Burglaries And Robberies Which Are Used At Your Training Station

Name _____ Rating _____

Evaluation criteria	Rating
Preventive techniques for burglaries have been listed	_____
Preventive techniques for robberies have been listed	_____
Techniques are clearly stated and logical	_____

Introduction: All businesses have techniques which are used to prevent burglaries and robberies in their establishments. This assignment sheet will help you become familiar with the techniques used in your training station to help prevent burglaries and robberies. General techniques have been provided in Objectives 7 and 9 on the information sheet in this unit.

Directions: Make an appointment to talk with your training station supervisor or the manager and list below the preventive techniques for burglaries and robberies used at your training station.

1. The preventive techniques for burglaries used in my training station include:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Assignment Sheet 2

2. The preventive techniques for robberies used in my training station include:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 3—Identify Locations Where a Thief Could Be Hidden In Your Training Station

Name _____ Rating _____

Evaluation criteria	Rating
Layout is representative of training station	_____
Layout is neat	_____
Locations have been indicated in red ink	_____

Introduction: Criminals who have access to a business establishment prior to opening or closing may hide until a suitable time to surprise or overpower an employee. This could result in loss to the business or personal harm to the employee(s). Being familiar with the layout of the facility can help employees keep their work environment safe.

Directions: Draw a layout of your training station. Indicate in red ink the locations in the facility where a thief could be concealed.

Note: These are the locations that should be checked at opening and prior to closing every day.

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 4—Prepare an Emergency Procedure Poster

Name _____ Rating _____

Evaluation criteria	Rating
Provided appropriate information on poster	_____
Neat, legible handwriting	_____

Introduction: Be prepared to handle any emergency situation at your training station. Post emergency information close to the phone to avoid lost time and confusion in case help is needed.

Directions: Locate and list on the poster the appropriate phone numbers and names of contacts which may be needed in an emergency situation. Also complete items 1-3 and 10 **before** posting.

Assignment Sheet 4

Police: _____ Fire Department: _____

Ambulance: _____ Security Personnel: _____

Manager: _____ Gas Company: _____

1. I am calling from _____
   (Name of Business)

2. Located at _____
   (Address of Business)

3. The nearest cross street is _____

4. I want to report _____
   (Nature of the incident, e.g., robbery)

5. Describe the incident _____

6. Describe the suspects if calling to report a crime:

   a. How many suspects? _____ Ethnic, Race: _____

   b. Suspect No. 1 _____ _____ _____ _____
   Sex Height/Weight Color of Eyes Color of Hair

   _____ _____
   Clothing Worn Scars, Marks, etc.

   c. Suspect No. 2 (Repeat above information)

7. Describe vehicle used by suspect(s) if vehicle was seen:

   a. _____ _____ _____ _____ _____ _____
   Year Make Model Color License #, if any Oddities

8. This incident occurred _____
   (How many minutes before call?)

9. My name is _____
   Name of employee calling

10. The telephone number I am calling from is _____

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 5—Make a Door Code Device for Determining an Offender's Height

Name _____ Rating _____

Evaluation criteria	Rating
Door code device suitable for determining height	_____
Accuracy of marks on device for measuring height	_____
Followed directions	_____

Introduction: During any assault on a store, management's primary concerns must be for the personal safety of all employees and customers. Observation, not force, is the best practice which will assist in the arrest and conviction of an offender. For many store employees, it is not difficult to note characteristics such as hair color, complexion, visible scars, clothing, and approximate ages. Estimating height, however, is usually not quite as easy. There are two common ways to estimate an offender's height. They are: (1) compare the offender/robber to a fixture or other structure within the store; and (2) code the store's door frames with various height markings.

There are different ways in which to mark a door. A few are listed below:

A. Cut two-inch strips of paper the length of the door. Mark off two-inch sections and color every other section. Change color every foot. Place the strips on the outside edges of the door's interior. As the offender leaves, watch the door code device to determine his or her approximate height.

B. Use artistic figure to mark the outside edges of the door's interior frame. Place them three of four inches apart, with larger figures to mark each foot.

C. Use your imagination to design a door code device. Be sure to identify every one-foot change.

Directions: Make a door code device which could be used in any business. Select one of the methods above and use supplies furnished by your instructor. Attach this sheet to your door code device and turn it in for grading.

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 6—Complete a Crime Fact Sheet

Name _____ Rating _____

Evaluation criteria	Rating
Accuracy of data	_____
Thoroughness of data	_____
Neatness and legibility of data	_____

Introduction: There are several factors which can lead to the quick apprehension of a criminal. A good physical description is the primary factor. However, it is also important to note clothing worn, the type of weapon used, unusual speech pattern or mannerisms, and the means and direction of escape.

Directions: A robbery will be staged in the classroom as part of this assignment. Based on the given situation, complete the fact sheet below. Remember, it is important to give correct information. If you are unsure, it is better to leave a blank space on the sheet.

Part I: Physical Description

Color _____ Sex _____ Nationality _____

Age _____ Height _____ Weight _____ Build _____
(thin, stocky, etc).

Complexion _____ Hair _____ Eyes _____
(light, dark, ruddy, etc.) (color, wavy, straight, how combed) (color, small, large, etc.)

Nose _____ Ears _____
(large, small, broad, pug, etc.) (prominent, small, etc.)

Glasses _____ Mustache or Beard _____
(describe frames) (color, shape, etc.)

Mask or Falseface _____
(type, color, etc.)

Scars or Marks _____
(tatoos, birthmarks, facial blemishes, etc.)

Assignment Sheet 6

Distinguishing Characteristics _____
(how would you pick this person out of a crowd?)

_____

_____

Part II: Clothing

(Describe color, type of material, style, etc.)

Hat _____

Overcoat _____

Raincoat _____

Jacket _____

Suit _____

Trousers _____

Shirt _____

Tie _____

Shoes _____

Other clothing _____

Part III: Miscellaneous

Weapon Exhibited _____
(revolver, automatic pistol, knife, etc.)

_____

Speech _____
(any accent, peculiarity of speech)

_____

Any Names Used _____

_____

Assignment Sheet 6

Mannerisms _____

(right or left handed, unusual)

_____

(walk or carriage, nervous habit, etc.)

Part IV: Additional Data

Means of Escape _____

(on foot, auto)

Direction Taken _____

_____

Motor Vehicle:

License No. _____ Other _____

(lic. no., state, color)

Make _____ Color _____

(black, two-tone, ivory over blue, etc.)

Year _____ Model _____

(2 door, convertible, etc.)

Number, Color, and Sex of Passengers _____

Special Features _____

_____

Remarks _____

_____

_____

Prepared by _____

Position or Address _____

Date and Time of Incident _____

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 7—Complete a Crime Vulnerability Checklist

Name _____ Rating _____

Evaluation criteria	Rating
Checklist completed	_____
Areas of deficiency noted	_____
Observations validated by training station supervisor	_____

Introduction: This crime vulnerability checklist has been developed to evaluate conditions found to invite crime. Every factor evaluation which results in a "NO" finding should be examined and careful consideration given to implementation of the suggested procedure or one of similar design. When in doubt about your procedures, seek advice from local police regarding crimes predominant in your area.

Directions: Use the checklist provided in this assignment sheet to complete a crime vulnerability check of your training station or an assigned business.

Note: Make arrangements with your training station supervisor or the manager of the designated business to complete this assignment.

		Finding	
1.	Is the emergency procedures poster located at or near the telephone?	yes	no
2.	Have all employees been instructed in the crime prevention rules pertaining to opening, closing, and operations during business hours?	yes	no
3.	Have all employees been instructed in the location, use, and policy related to the robbery alarm system?	yes	no
4.	Are robbery alarm switches located in more than one area of the business?	yes	no
5.	Have employees been instructed in what actions to take in the event of a false robbery alarm?	yes	no
6.	Are the robber and burglary alarms tested regularly by the alarm company?	yes	no

Assignment Sheet 7

		Finding	
7.	Do two or more employees work as a team for opening AND closing the business?	yes	no
8.	Do opening employees inspect the facility from the outside before entering, looking for signs of a forced entry, etc.?	yes	no
9.	Do opening employees drive around the facility once looking for any strangers loitering before entering?	yes	no
10.	Once satisfied on entry, does one employee wait outside while the other enters?	yes	no
11.	Does the entering employee inspect the entire facility, including restrooms, all storage areas, etc., and activate all normal lights, etc., and then exit?	yes	no
12.	Does the inside employee then rejoin the outside employee to show that he or she is not being threatened, etc.?	yes	no
13.	If the inside employee fails to exit, is the outside employee instructed to call the police at once?	yes	no
14.	After the above procedures are completed, do both employees enter and secure all outside doors while they await the arrival of other employees?	yes	no
15.	Are opening employees instructed to admit only employees, and then only if they approach alone or with other employees?	yes	no
16.	Before opening for business, are all cash registers supplied with only the minimum amount of cash required for the regular operation?	yes	no
17.	During daily operations, are all the cash registers inspected regularly to prevent cash buildup above the minimum amount needed?	yes	no
18.	Is the cash register in a highly visible area of the business, in a place visible to customers and other employees?	yes	no
19.	Is the cash register area well lighted?	yes	no
20.	Are all windows to the street and sidewalk free of advertising displays, etc., and the view of the cash register area unobstructed?	yes	no
21.	Are all outside doors equipped with locks and peepholes or windows?	yes	no

Assignment Sheet 7

		Finding	
22.	Are all doors kept locked during business hours (except customer doors)?	yes	no
23.	Is the manager's office door equipped with a peephole and deadbolt lock?	yes	no
24.	Are all employees instructed to report unusual conduct by customers or others?	yes	no
25.	Have employees been instructed to not give out information regarding business operations to customers, repairpersons, or telephone callers?	yes	no
26.	Is there procedural control over friends or ex-employees in the facility after closing or during business hours?	yes	no
27.	Do you have an established closing procedure that is mandatory for all employees?	yes	no
28.	Are two or more employees, at least one of which is a male employee, required to conduct closing procedures?	yes	no
29.	Is the entire facility inspected ½ hour prior to closing to determine if any possible suspects are hiding inside.	yes	no
30.	Is a second interior inspection conducted as last customers leave the business.	yes	no
31.	Are **all** doors locked after the last customer leaves the business?	yes	no
32.	Do closing procedures require that after closing no one is admitted to the business?	yes	no
33.	Are employees instructed to keep all doors locked during cash counting procedures and no employees permitted to exit to remove trash, etc.?	yes	no
34.	Are cash counting procedures conducted only in a locked office?	yes	no
35.	Are all doors kept locked until the cash is secured in a safe equipped with a time lock or in a safe that cannot be opened by closing employees?	yes	no
36.	Have safe procedures been established for locking the business at night?	yes	no

Assignment Sheet 7

		Finding	
37.	When locking up, does one employee remain inside and watch the others go to their cars?	yes	no
38.	Does one outside employee inspect the car of the inside employee and then drive his/her own vehicle up to the exit of the business to pick up the one remaining inside employee after he/she locks the door?	yes	no
39.	Does he/she then drive that employee to his/her car and wait until he/she is on the road?	yes	no
40.	Have all employees been instructed in procedures to follow after a crime has been committed in the business?	yes	no
41.	Have all employees received the following instructions?	yes	no
	a. Do as a robbery suspect commands.		
	b. Speak calmly and slowly to suspects.		
	c. Do not make any statement to the suspects that could be misinterpreted as a threat against them.		
	d. Do not attempt heroics.		
	e. Make no sudden or unexpected moves with your hands.		
	f. Place money on the counter in front of the suspect, and back away from the counter slowly, keeping your hands in view at all times.		
	g. Study the suspect carefully, noting physical features, clothing, etc.		
	h. Watch and listen for vehicles leaving the scene of the crime.		
	i. Write down physical descriptions, vehicle descriptions, direction taken, etc., as soon as possible after the suspect leaves.		
	j. Call the police as soon as possible, using the emergency procedure poster to ensure that you give them the needed information.		
	k. Preserve any evidence left at the scene by the suspects; e.g., robbery note, objects handled (fingerprints), etc.		
42.	Do two or more employees perform banking operations?	yes	no

Assignment Sheet 7

	Finding	
43. Have all appropriate employees received the following banking operation instructions?	yes	no
a. When making trips to the bank to make deposits of cash, alter the time and route to avoid being predictable.		
b. While at the bank, talk only to the tellers; avoid talking to strangers, or talking where strangers can overhear discussions of business operations or procedures.		
c. Do not approach a night deposit box if others are at or near it; circle the block once and make your drop after others have left.		
d. Always report any unusual observations to the manager or owner upon return to the business.		

Crime Vulnerability Inspection conducted on: _____
(Date)

Inspection conducted by: _____

The following areas of deficiency were noted and corrective actions have been taken:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Checklist courtesy of California Restaurant Association, 3780 Wilshire Boulevard, Suite 600, Los Angeles, California 90010.

Applying On-The-Job Procedures
Unit 2

Assignment Sheet 8—Apply On-The-Job Security Procedures in Crime-Related Situations

Name _____ Rating _____

Evaluation criteria	Rating
Neat, legible handwriting	_____
Logical reasoning demonstrated	_____
Knowledge of security procedures	_____

Directions: The purpose of this assignment sheet is to help you apply on-the-job security procedures to real life situations. Read the case studies below and answer the questions following each one.

Note: Remember, how you react to a given situation could be the difference between life and death.

1. Jamie and Sam are responsible for opening Kate's Pastry Shop at 3:30 a.m. every morning. For the past several days, they had been having trouble with the lock on the front door so they had been using the rear entrance. After a quick look around the parking lot, Jamie and Sam went into the shop. Sam groped for the lights to the kitchen area. As Jamie walked by the door to the office, she thought she heard a noise but discounted the idea and began preparing some batter for the cake doughnuts.

   Sam decided to go to the office to check the delivery schedule for some dairy supplies. Time lapsed and Sam did not emerge from the office. Jamie called but he did not answer so she decided to check on him to see if he had fallen asleep. As Jamie opened the door to the office, she was grabbed by the hair and pulled to the floor. She fought but was no match for her assailant.

   That morning Sam suffered a skull fracture and Jamie was raped and beaten. The police investigation showed that entry had been made through the front door which had not been properly secured.

   a. What is the first thing that could have prevented this situation?

      _____

      _____

b. What did they do wrong in opening the business?

_____

_____

c. What should Jamie have done when she though she heard something?

_____

_____

d. What would you do to prevent this situation from happening again?

_____

_____

2. Jim is manager of the Pic-N-Pak convenience store and likes everything to be well-organized. He is very strict at following a schedule and he never deviates from his practices. In fact, his employees joke about his inability to make changes.

Every day Jim goes to the bank six blocks away at the same time, in the same car, and using the same route. His deposit is always carried in a green, vinyl pouch because he says green is his lucky color.

Tuesday, as usual, Jim announced to the employees that he was taking the deposit to the bank. He was right on schedule. Only this time Jim did not make the deposit. When he arrived in the parking lot outside the bank, a robber was waiting for him. Fortunately, Jim knew not to argue with the robber and complied with his demands. Later, when Jim was giving details to the investigating officer, he said, "I'm always so careful. I don't know how this could have happened to me."

a. List five factors that contributed to the robbery.

_____

_____

_____

_____

_____

b. What would you do to prevent this situation from happening again?

_____

_____

Assignment Sheet 8

3. Pirates' Treasures is a new jewelry store owned by Bob and Cindy Jones. This is their first business venture and they want it to be successful. However, to keep costs down, Bob and Cindy are operating the business by themselves. This means that frequently only one person is working in the front area so the other can cover the office responsibilities. As a result, there is never any time for one of them to get away to make deposits during the day.

   Bob and Cindy are trying hard to give their customers the assistance and courtesy that is expected but sometimes they are just too busy to wait on everyone who comes in the store. Bob has promised Cindy he will hire some help as soon as they can afford it.

   Four months after opening, Pirates' Treasures closed. Bob and Cindy had been robbed at gunpoint and more than $60,000 in money and jewelry had been taken. Insurance covered their financial loss but nothing could bring Bob back to life. Bob had chased the robber for several blocks before the robber had turned and fired. Before Bob could react, he had been mortally wounded.

   a. What security procedures did Bob and Cindy fail to use?

   _____

   _____

   b. How would you prevent this robbery and the subsequent murder from happening?

   _____

   _____

   _____

4. Dan was fired from his job at Business Forms, Inc., for consistently wasting supplies and for harassing the other employees. As he was cleaning out his locker, he remarked to one of the employees that he would get even with all of them. The employee did not report the incident.

   At 8:30 a.m., one week after Dan was fired, the secretary to the president received a threatening phone call. The caller said that a bomb had been placed in the facility and was set to go off at the peak of the business day. The secretary failed to get anyone's attention while she was on the phone so she hung up on the caller. After reporting the call to her supervisor, she went back to work. The supervisor and president decided to have their security personnel run a check of the facility but they were unable to find anything suspicious. The incident was discounted as a hoax.

Assignment Sheet 8

At 1:30 p.m. that same day, the caller again reached the president's secretary and told her they had 30 minutes to clear the building before the bomb would explode. This time management called the police and a bomb squad was sent to the facility. The bomb squad asked that all personnel be evacuated from the building until the place could be thoroughly searched. The evacuation process was unplanned and employees were exiting in several different directions. There was no master list of employees and no one was prepared to account for the employees. Many of the employees went home after deciding there was not much chance of getting anything else done anyway.

Within fifteen minutes of beginning the search, the bomb squad located a fake bomb in the fired employee's locker. A card attached to the device read, "You're dead!"

a. Do you think the employee should have reported Dan's remarks to his supervisor? Why?

_____

_____

b. Do you think the secretary handled the situation properly? Why?

_____

_____

c. What had management failed to do with regard to their employees' safety?

_____

_____

d. What would you do to prevent this situation from happening again?

_____

_____

Taking Precautions for Personal Safety
Unit 3

Objective Sheet

Unit Objective

After completing this unit, the student should be able to take proper precautions for personal safety. The student should demonstrate these competencies by completing the assignment sheet, job sheet, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Define terms related to personal safety.
2. List precautions to take against possible attack.
3. Select true statements concerning precautions for leaving work after dark.
4. Select true statements concerning precautions for walking home after dark.
5. Discuss precautions for driving home late at night.
6. Select from a list ways to prevent rape.
7. Select true statements concerning the procedure to follow if rape occurs.
8. Solve problems related to personal safety. (Assignment Sheet 1)
9. Simulate self-defense against personal assault. (Job Sheet 1)

Taking Precautions for Personal Safety
Unit 3

Suggested Activities

Instructional Plan

Preparation

1. Read the unit carefully and plan for instruction.
2. Review Teaching Suggestions section that follows. Plan for classroom activities.
3. Plan for students with special needs.
4. Make transparency from the transparency master included with this unit. This appears in the teacher edition only and is designed to be used with the following objective:

   TM 1—Facts About Rape (Objective 6)

5. Obtain films, videotapes, and other resources to supplement instruction of this unit. See ordering information in the Suggested Supplemental Resources section that follows.
6. Develop teaching plan. Adjust for different learning styles.
7. Make copies of the Unit Evaluation Form.

Delivery and Application

8. Provide students with unit of instruction.
9. Discuss unit and specific objectives.
10. Discuss information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
11. Discuss the assignment sheet. Review criteria for evaluation of this activity.
12. Discuss and demonstrate the procedure outlined in the job sheet. Review criteria for evaluation of this activity.

Suggested Activities

Evaluation

13. Discuss the use of the Unit Evaluation Form with students. Discuss the rating scale that will be used for student evaluation.

14. Make copies of the written test. Add or modify test items as needed.

15. Give written test.

16. Compile assignment sheet rating, job sheet rating, and written test scores on the Unit Evaluation Form. Include any additional assignments.

17. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Have students research current articles and listen to news broadcasts to obtain information about personal assaults. Have them pay particular attention to when and where these assaults occurred. Students should give either written or oral reports on their findings. Then, have students discuss possible ways to have prevented these assaults. Skill areas: **reading, listening, writing or oral communication**, and **creative thinking**.

2. Have students obtain local crime statistics pertaining to assault, rape, and murder. Compile the statistics and have students discuss possible ways to prevent assaults, rapes, and murders in their community. Skill areas: **reading, listening, oral communication**, and **critical thinking**.

3. Have students role play possible assault situations, then discuss ways to prevent situations from happening. Skill areas: **listening, oral communication**, and **critical thinking**.

4. Invite a resource person from your local law enforcement agency to discuss precautions for personal safety. Have students prepare a list of questions to ask concerning personal safety precautions. Skill areas: **oral communication, listening**, and **interpersonal relations**.

5. Invite a resource person from a Rape Crisis Center or local law enforcement agency to discuss precautions to reduce the risk of rape, personal attack, and to discuss legal issues pertaining to rape. Have students prepare a list of questions to ask concerning rape and how to report this crime. Skill areas: **listening, oral communication**, and **interpersonal relations**.

6. Have a qualified self-defense instructor demonstrate various self-defense procedures to students. Give students an opportunity to practice techniques and to discuss self-defense methods with instructor. Skill areas: **listening, oral communication**, and **interpersonal relations**.

7. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

Resources used in Developing This Unit

1. Collection of articles. National Restaurant Association, 311 First Street, N.W., Washington, D.C. 20001.

2. *Just Another Statistic.* A Crime Prevention Booklet. National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611.

3. *On Guard For Self-Protection and Personal Safety.* Office of Public Affairs, Oklahoma City Police Department, 701 Colcord, Oklahoma City, OK 73102.

4. *Safety on the Streets.* National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611.

Suggested Supplemental Resources

Publications

1. Scriptographic Booklets. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200.

   a. *ABC's of Self-Protection*

   b. *30 Ways You Can Prevent Crime*

   c. *Women and Self Protection*

   d. *About Date Rape*

   e. *About Rape*

   f. *Don't Take Chances on Campus*

2. *Being Safe.* Rape Treatment Center, Santa Monica Hospital Medical Center, 1981.

3. *Taking Action: What To Do If You Are Raped.* Rape Treatment Center, Santa Monica Hospital Medical Center, 1982.

   Note: Copies of B and C may be obtained by writing to the Rape Treatment Center, Santa Monica Hospital Medical Center, 1225 Fifteenth Street, Santa Monica, CA 90404.

Suggested Activities

Videotapes

1. *Can't You See Me*. Video and Instructional Guide. WRI Education, 11722 Sorrento Valley Road, San Diego, CA 92121. Call toll-free 1-800-972-3635.

   Note: This 20-minute video brings students face to face with the facts, the emotions, and the consequences of rape.

2. *Rape . . . A Matter of Survival*. Videotape. Bullfrog Films, Inc., Oley, Pennsylvania 19547. Call 215-779-8226.

   Note: This 28-minute video challenges women to develop their own prevention and survival plan. In Oklahoma this videotape may be obtained by contacting Consumer Education Coordinator, Oklahoma Department of Economic and Community Affairs, 4545 North Lincoln Boulevard, Suite 285, Oklahoma City, OK 73105.

Local, State, and National Organizations and Agencies

Note: A variety of booklets and pamphlets are available through the following agencies. Contact your state organizations and agencies to obtain information on personal safety.

1. YWCA
2. Rape Crisis Center
3. Domestic Violence Center
4. Department of Public Safety
5. Law enforcement agencies
6. Independent Insurance Agent's Association
7. National Institute of Mental Health, U.S. Department of Health, Education, and Welfare, 5600 Fisher's Lane, Rockville, Maryland 20857.

Taking Precautions for Personal Safety
Unit 3

Answers to Assignment Sheet 1

1. a. Dee should not have accepted a ride from Dwight. Although she knew who he was, she should have declined his offer and called her parents.

   b. No. Dee only made matters worse when she did not tell her parents that she had been raped. It was **not** Dee's fault and she should not feel guilty for what happened. If Dwight is not punished, he could continue to victimize other young women.

2. a. Alan did not take his personal safety seriously enough. He should not have closed the business alone. This left him vulnerable to attack. Also, under the circumstances, Alan should have ignored the call for help. It was too dark for him to see who he was talking to and if the situation was real.

   b. Alan learned that there is more to personal safety than just feeling confident about yourself. Being aware of possible dangers and taking the proper precautions is necessary to avoid this type of situation.

3. a. Jane should have taken her car in immediately to be repaired. This would have prevented the situation from ever happening.

   When Jane's car stalled, she should have turned on her emergency flashers on the car, raised the car hood, and locked herself in the car until help arrived. She should **not** have walked home alone. Once she started walking though, she should have walked on the side of the street facing oncoming traffic. And, Jane should have gone to the nearest business or house for help when it was obvious that she was being followed. It is never advisable to show a would-be attacker where you live.

   b. Student demonstrates logical reasoning as to how situation would be handled.

4. a. She was not trained in on-the-job and personal safety procedures. If Sara had been better prepared, she might have been able to escape or talk her attacker out of it.

   b. She could have warned the rapist that she had VD or her period, or she could have faked fainting or sudden illness.

   c. Provided name(s), address(es), and phone number(s) of local support services to rape victims (if agency located in community).

Answers to Assignment Sheet 1

5. a. Kevin should have reported the money shortage to his supervisor immediately. He should not have let the problem persist for a month before taking action.

   b. He did not let Brad's threat stop him from reporting Brad to their training station supervisor. Also, when confronted, Kevin used several strategies to resist his attackers. First, he tried to talk Brad and his friends out of it; second, he tried to distract the boys and run away. Kevin continued to try different strategies until it was obvious he had to fight back or take a serious beating. By fighting back, Kevin probably minimized the extent of his injuries.

   c. Student demonstrates logical reasoning as to how he/she would handle situation.

Taking Precautions for Personal Safety
Unit 3

Answers to Written Test

1. a. Rape — Any sexual intimacy forced upon one person by another
   b. Sexual assault — Violence with sexual involvement

2. Any four of the following:

   a. Be aware of your surroundings at all times.
   b. Appear confident and assertive. Look like you know what you are doing.
   c. Listen to your intuition or "gut feelings."
   d. Dress practically.
   e. Keep your arms free or be prepared to drop bundles and run.
   f. Plan your method of resistance and practice until you feel comfortable with it.

3. a, b, c, d

4. c, d, f, g, i

5. Discussion should include at least five precautions for late night driving (Objective 5) and should be written as complete sentences.

6. a, b, c, d, e, g, i

7. a, b, e, f, g

Taking Precautions for Personal Safety
Unit 3

Written Test

Name _____ Score _____

1. Define the following terms:

   a. Rape — _____

   _____

   b. Sexual assault — _____

   _____

2. List four precautions to take against possible attack.

   a. _____

   b. _____

   c. _____

   d. _____

3. Select true statements concerning precautions for leaving work after dark by placing an "X" in the blanks preceding the true statements.

   _____a. Prearrange for a friend or relative to transport you home.

   _____b. Make sure family member or roommate knows when you get off work and when you are expected home.

   _____c. Alert family or friend to changes in schedule.

   _____d. Familiarize yourself with employees of neighboring businesses.

   _____e. Wear expensive jewelry and carry large amounts of cash to show you are very successful and should not be bothered.

Written Test

4. Select true statements concerning precautions for walking home after dark by placing an "X" in the blanks preceding the true statements.

   _____a. Walk alone if possible.

   _____b. Walk close to alley entrances, store fronts, and shrubbery. Stay away from the curb.

   _____c. Avoid parks or open fields.

   _____d. Do not linger in deserted areas.

   _____e. Walk with head down and avoid people.

   _____f. Walk on the side of the street facing oncoming traffic. This allows you to see any approaching car.

   _____g. Never accept rides from a stranger.

   _____h. Run to your home if being pursued.

   _____i. Scream for help. Do not hesitate if a threatening situation exists.

5. Discuss precautions for driving home late at night. Include at least five precautions as part of the discussion, and use complete sentences.

_____

_____

_____

_____

_____

6. Select from the following list ways to prevent rape by placing an "X" in the blanks preceding the correct ways.

_____a. Carry an external form of defense at night, such as a flashlight, whistle, or umbrella.

_____b. Cross the street often if you feel you are being followed.

_____c. Avoid loitering in parking lots, libraries, public bathrooms, unlighted pathways, elevators, entry ways, unattended classrooms, and parking lots.

_____d. Be aware of what is happening around you. Think about protecting yourself and what you are going to do if a strange man approaches you.

_____e. Do not panic if you find yourself in a rape situation. Scream, blow a whistle, or try to distract him and run away.

_____f. Kick or knee rapist in groin.

_____g. Fake being sick. Go into convulsions, pretend to have stomach pains, claim to have VD or your period, or fake a seizure.

_____h. Verbally assault the rapist.

_____i. If bodily contact is made, fake fainting and collapse in rapist's arms.

7. Select true statements concerning the procedure to follow if rape occurs by placing an "X" in the blanks preceding the true statements.

_____a. Remain calm enough to notice everything you can about rapist, where it occurred, and other evidence at scene of crime.

_____b. Call police or Rape Crisis Center immediately after attack.

_____c. Bathe and change clothes immediately.

_____d. Go to hospital emergency room for examination and medical care within 48 hour after assault.

_____e. Call a friend or family member to be with you.

_____f. Write down the physical characteristics of rapist and any information which may help in the police investigation.

_____g. Seek counseling, assistance, and support through the local Rape Crisis Center.

***Permission to duplicate this test is granted.**

Taking Precautions for Personal Safety
Unit 3

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Solve Problems Related to Personal Safety Rating _____

Comments: _____

_____

Job Sheet 1—Simulate Self-Defense Against Personal Assault Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Facts About Rape

- Rape is a crime of violence, not sex.
- Statistics indicate you are more likely to be attacked by someone you know casually than by a total stranger.
- Rapists have no outstanding physical characteristics. They look like everybody else.
- Rape is often planned. It is not an impulsive act.
- There is no specific place or time for rapes to occur.
- August is the month during which rapes occur most frequently and January is the month in which the least number of rapes occur.
- The victim is **not** the guilty party.

Taking Precautions for Personal Safety
Unit 3

Information Sheet

1. **Terms and definitions**

   a. **Rape** — Any sexual intimacy forced upon one person by another

      Note: Check your state law for the court's definition of rape. It will vary from state to state.

   b. **Sexual assault** — Violence with sexual involvement

2. **Precautions to take against possible attack**

   a. Be aware of your surroundings at all times.

   b. Appear confident and assertive. Look like you know what you are doing.

      Note: Assailants usually seek someone who can be easily intimidated and overpowered.

   c. Listen to your intuition or "gut feelings."

      Note: If you feel danger, act on it.

   d. Dress practically. Tight or bulky clothing, high heels, etc., make running or struggling difficult.

      Note: The type of clothing you wear may also draw unfavorable attention to you.

   e. Keep your arms free or be prepared to drop bundles and run.

      Note: Be aware that when your arms are full you are more vulnerable to attack.

   f. Plan your method of resistance and practice until you feel comfortable with it.

      Note: If someone announces intentions of killing you and has the means, you might as well try to escape.

Information Sheet

3. Precautions for leaving work after dark

a. Prearrange for a friend or relative to transport you home.

b. Make sure family member or roommate knows when you get off work and when you are expected home.

c. Alert family or friend to changes in schedule.

d. Familiarize yourself with employees of neighboring businesses.

Note: Safety can be enhanced when community businesses join together in defense of criminal activities.

e. Do not wear expensive jewelry or carry large amounts of cash with you.

4. Precautions for walking home after dark

a. Walk with another person if possible.

b. Walk at a distance from alley entrances, store fronts, and shrubbery. Stay near the curb rather than close to buildings.

c. Avoid parks or open fields.

Caution: Never take shortcuts through poorly lighted areas.

Information Sheet

d. Do not linger in deserted areas.

e. Walk with head up, alert to people, movement, and sound around you.

f. Don't carry a purse if at all possible. Otherwise carry your purse close to the body or under your coat.

g. Walk on the side of the street facing oncoming traffic. This allows you to see any approaching car.

h. Be wary if people in a car stop to ask directions.

i. Never accept rides from a stranger. That includes no hitchhiking.

Note: Accepting rides from strangers is equally hazardous for men and women.

j. If approached by a stranger in a car, run in a direction opposite to the way the car is headed.

k. Run to the nearest home or business and summon help if being pursued.

Note: Do not run to your own home. A pursuer would know where to find you.

l. Scream for help. Do not hesitate if a threatening situation exists.

Note: If assaulted, report it to police immediately.

5. Precautions for driving home late at night

a. Park by the door, or get an escort to the parked car.

b. Lock car doors to prevent entry by an unwanted passenger.

c. Check the backseat before entering car to be sure no one is hiding.

d. Lock the doors once you have entered the car and keep windows rolled up so no one can reach through the window.

e. If someone calls to you in a parking lot pretend you did not hear the individual. Do not turn your head or respond in any way.

f. Know where your local police station is and drive there if you are being followed.

Note: Do not get out of the car. Honk the horn until an officer comes out.

g. Never lead anyone to your home. If a police station is not nearby, go to a busy area of town and look for a police officer.

h. Stay off deserted roads where you can be terrorized or run off the road.

i. Make sure you have ample gasoline, a good battery, and sound tires to avoid possible breakdown.

j. Drive on a flat tire until you reach a safe, well-lighted spot if you are in a questionable area.

k. Lift the hood of car to signal for help in the event of car trouble. Get back in the car promptly and lock the doors. Leave lights and emergency flasher on at night. If someone stops, lower window a crack and ask person to call for assistance.

Caution: Never let a stranger in the car.

6. Ways to prevent rape

a. Carry an external form of defense at night, such as a flashlight, whistle, or umbrella.

Note: It is suggested that you do not carry a knife or gun as these weapons could easily be taken away and used against you. A nail file, car keys,and/or your fingernails are useful weapons against attack.

b. Cross the street often if you feel you are being followed.

c. Avoid loitering in parking lots, libraries, public bathrooms, unlighted pathways, elevators, entry ways, unattended classrooms, and parking lots.

d. Be aware of what is happening around you. Think about protecting yourself and what you are going to do if a strange man approaches you.

e. Do not panic if you find yourself in a rape situation. Scream, blow a whistle, or try to distract him and run away.

f. Fake being sick. Go into convulsions, pretend to have stomach pains, claim to have VD or your period, or fake a seizure.

h. Do not allow your self-determination and control to be undermined by a relationship with a male. Be confrontive and do not automatically assume that casual acquaintances are trustworthy. It is better to offend someone or appear foolish than to become a victim of rape.

i. Fake fainting and collapse in rapist's arms if bodily contact is made.

j. Basic prevention is to use common sense, be alert, and be cautious.

Note: Be prepared in case **you** are victimized one day.

Information Sheet

7. **Procedure to follow if rape occurs**

   a. Remain calm enough to notice everything you can about rapist, where it occurred, and other evidence at scene of crime.

   b. Call police or Rape Crisis Center immediately after attack.

   c. Do not bathe, douche, or change clothes.

   d. Go to hospital emergency room for examination and medical care within 24 hours after assault.

   e. Call a friend or family member to be with you.

   f. Write down the physical characteristics of rapist and any information which may help in the police investigation.

   g. Seek counseling, assistance, and support through the local Rape Crisis Center.

Taking Precautions for Personal Safety
Unit 3

Assignment Sheet 1—Solve Problems Related To Personal Safety

Name _____ Overall Rating _____

Evaluation criteria	Rating
Neat, legible handwriting	_____
Logical reasoning demonstrated	_____
Knowledge of personal safety precautions	_____

Introduction: Any man, woman, and child is a potential crime victim, but proper planning and taking precautions can safeguard us from many of the dangers.

Directions: Read each of the following situations and answer the questions which follow.

1. Dee works until 9 p.m. two nights a week at a local department store. Usually she has a ride home with her best friend Patty. However, Patty was not at work last night. Instead of calling her Mom and Dad to pick her up, Dee accepted a ride from one of the young men who is employed at the store. Dee knew his name was Dwight and that he was a sophomore at the local community college, but she did not know anything else about him. But Dee thought nothing could happen if he was only giving her a ride home.

   Dwight did take Dee home that night after taking her to an isolated spot and raping her. Her parents were not concerned when Dee arrived home at 10:15 p.m. because Patty and Dee often stopped to get a cola after work, and since Dee had not called to tell her parents that someone else would be bringing her home, they had no reason for concern.

   Dee did not tell her parents about being raped. She was afraid they would punish her for accepting a ride from someone she really didn't know. In fact, Dee blamed herself for allowing it to happen.

   a. What did Dee do wrong?

      _____

      _____

      _____

Assignment Sheet 1

b. Was Dee right in not telling her parents that she had been raped? Why?

_____

_____

_____

2. Alan is always bragging to his friends that he can handle any situation. As an assistant manager at Joe's Grill, Alan often closes the business alone. He parks his car across from the alley in back of the building. As he was locking the rear entrance Thursday night, he heard someone call for help. Alan finished locking the door then turned in the direction of the voice. "What do you need?" Alan asked. "I have a flat tire and I need someone to hold the flashlight so I can get it changed," came the reply. With that, Alan approached the man, took the flashlight, and bent down to focus the light on the tire. A few minutes later, another man emerged from the dark alley and struck Alan from behind with a jack handle.

   The two men then took Alan's keys to the business and stole the night's receipts, some food, and a portable color television set. Alan's father found him three hours later, sitting in a dazed condition in the spot where he had been struck. Alan was lucky to have only suffered a concussion. Since that night, Alan has stopped bragging. Now he talks about the importance of being safety conscious.

   a. What did Alan do wrong?

   _____

   _____

   _____

   b. What did Alan learn from his unfortunate experience?

   _____

   _____

   _____

3. Jane kept telling herself that she needed to take her car in to be checked. But she said she didn't have the time or the money to get it fixed. Halfway home form work Monday night, Jane's car stalled. For thirty minutes she sat in the car and tried to get it started again. When the last attempt failed, she threw open her car door, slammed it in disgust, and started walking for home. After all, Jane thought, she wasn't going to sit in that car and freeze. And, a full moon was out so she could easily see where she was going.

Assignment Sheet 1

Jane was only four blocks from home when she noticed car lights approaching behind her. She kept on walking. Soon the car was beside her but the driver was making no attempt to drive on. Suddenly, Jane panicked and started running for home. The car continued to follow Jane and only after she had reached the front door of her house did the car speed away.

a. What did Jane do wrong?

_____

_____

_____

b. What would you do in the same situation?

_____

_____

_____

4. Sara delivered flowers for Bouquets Galore and she loved her job because she got to meet a lot of new people. Sara never worried that this job could be dangerous because she made deliveries by herself. After all, she worked in broad daylight.

It was Valentine's Day and Sara was just completing her first round of deliveries. As she closed the rear doors on the van, Sara had the strange feeling that she was being watched. Sara proceeded to the driver's side of the van. Before she could react, she found herself staring at the end of a knife which was pointed directly at her throat. Her assailant instructed her to get in the van and keep quiet. Sara began to scream as the van pulled away from the curb. Her assailant delivered a blow to the left side of her face to silence her. "Shut up or you're dead," he said. The rapist then drove Sara to a vacant lot and repeatedly raped her and slashed her with a knife.

No one told Sara how to resist a rapist. Her instincts told her to scream but that wasn't enough to scare her attacker away. Sara survived the rape and assault, but she has been unable to return to school and her job. The experience has left Sara with permanent physical and mental scars.

a. What did Sara's employer fail to do in preparing Sara for the job?

_____

_____

_____

Assignment Sheet 1

b. What could Sara have done, if anything, to resist the rapist?

_____

_____

_____

c. Is there a local agency in your town that provides support and counseling to rape victims? If so, identify and list their address and phone number.

_____

_____

_____

5. Kevin and Brad are seniors at Mid-America High School. Both boys work at the same training station after school. Bill, their supervisor, has a lot of confidence in Kevin and has given him additional responsibilities such as closing out the cash drawers at the end of the shift. Kevin takes pride in his work and does not want to disappoint Bill. The cash drawer Kevin uses with Brad has been short three times in the past month. Kevin has been covering the losses by paying the difference from his own pocket. Therefore, Bill is unaware of the problem.

Kevin has told Brad repeatedly that if he doesn't quit stealing money from the cash drawer, he is going to report him to their supervisor. Brad, in turn, has told Kevin that he will "get him" if he tells.

Last night, the cash drawer was short $25. Kevin finally told their supervisor that Brad had been taking money from the drawer and that he had been covering the losses for the last month. When confronted by Bill, Brad admitted he had been stealing the money. He said he needed the extra money for personal expenses. Brad was fired and Kevin was reprimanded for not reporting Brad sooner.

Today, Brad and two of his friends were waiting for Kevin at his car in the school parking lot. Kevin warned Brad not to do anything since he was already in enough trouble, but Brad persisted. Then, Kevin told Brad's friends that it wasn't their concern. He even tried to distract the boys and run away, but he wasn't fast enough. Next, he tried screaming for help. With that, the three boys attacked Kevin. Kevin started fighting back. He was no match for the three boys, but, after delivering a few solid punches of his own, they left him, still standing, in the parking lot.

Kevin suffered a black eye and a busted lip, and his favorite shirt was torn, but he is proud that he did not panic and was able to resist his attackers.

Assignment Sheet 1

a. What did Kevin do wrong in handling the situation?

_____

_____

_____

b. What did Kevin do right in handling the situation?

_____

_____

_____

c. What would you do if you found yourself in Kevin's situation?

_____

_____

_____

Taking Precautions for Personal Safety
Unit 3

Job Sheet 1—Simulate Self-Defense Against Personal Assault

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy	_____
Smoothness of procedure (performed from memory)	_____

Instruction: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Resources needed

Fellow classmate or instructor
Purse or money bag
Exercise mat or cushion for floor
Loose fitting clothing

B. Procedure

Note: If an attacker is holding a weapon such as a knife or gun, do not resist unless it becomes a matter of survival.

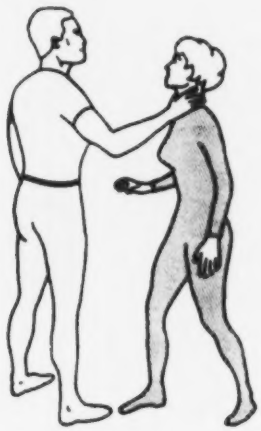
☐ 1. Stand facing attacker (classmate or instructor) on mat.

☐ 2. Hold purse or money bag in you left hand.

Job Sheet 1

☐ 3. Watch as attacker moves forward and grabs your throat with left hand. (Figure 1)

Figure 1



☐ 4. Immediately place your right foot forward as you bend both knees.

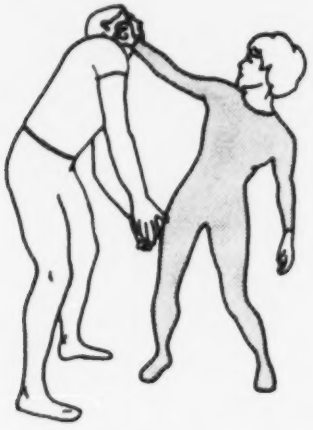
☐ 5. Sharply twist your body left as you strike attacker's right wrist with the heel of your right hand. (Figure 2)

Figure 2

Job Sheet 1

☐ 6. Follow-up with an edge-of-the-fist blow to the right side of the attacker's neck or face. An elbow blow to the face could be used effectively if the attacker is close. (Figure 3)

Figure 3



☐ 7. Repeat procedure slowly several times to become comfortable with procedure.

Evaluator's comments: _____

_____

_____

Practicing Defensive Driving
Unit 4

Objective Sheet

Unit Objective

After completing this unit, the student should be able to recognize unsafe driving conditions and apply defensive driving techniques. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to defensive driving with their correct definitions.
2. Select from a list safe driving practices.
3. State three reasons for inspecting your vehicle.
4. List items which may be found on a vehicle maintenance checklist.
5. Name types of "people" hazards.
6. Select from a list reasons for adjusting speed.
7. List three conditions which reduce traction.
8. List four factors which affect visibility.
9. Select from a list factors which affect night driving.
10. Prepare a vehicle emergency checklist.
11. Apply guidelines for driving safely in bad weather.
12. Complete a vehicle maintenance inspection. (Assignment Sheet 1)
13. Apply defensive driving techniques. (Assignment Sheet 2)

Practicing Defensive Driving
Unit 4

Suggested Activities

Instructional Plan

Preparation

1. Read the unit carefully and plan for instruction.

2. Review Teaching Suggestions section that follows. Plan for classroom activities.

3. Plan for students with special needs.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher edition only and are designed to be used with the following objectives:

   TM 1—Safe Driving Practices (Objective 2)
   TM 2—Reasons for Inspecting Your Vehicle (Objective 3)
   TM 3—People Hazards (Objective 5)
   TM 4—Reasons for Adjusting Speed (Objective 6)
   TM 5—Factors That Affect Night Driving (Objective 9)
   TM 6—Winter Vehicle Emergency Equipment (Objective 10)

5. Obtain films, videotapes, and other resources to supplement instruction of this unit. See ordering information in the Suggested Supplemental Resources section that follows.

6. Develop teaching plan. Adjust for different learning styles.

7. Make copies of the Unit Evaluation Form.

Delivery and Application

8. Provide student with unit of instruction.

9. Discuss unit and specific objectives.

10. Discuss information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills where applicable.

11. Discuss assignment sheets. Review criteria for evaluation of these activities.

Suggested Activities

Evaluation

12. Discuss the use of the Unit Evaluation Form with students. Discuss the rating scale that will be used for student evaluation.

13. Make copies of the written test. Add or modify test questions as needed.

14. Give written test.

15. Compile assignment sheet ratings and written test scores on the Unit Evaluation Form. Include any additional assignments.

16. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Have students develop safety posters to promote defensive driving. Skill area: **creative thinking**.

2. Invite a highway patrolman or community police officer to class. Have students prepare a list of relevant questions to ask concerning defensive driving techniques. Skill areas: **oral communication, listening, writing, teamwork**, and **interpersonal relations**.

3. Have students collect newspaper articles from local and state newspapers, then have them record causes of accidents, any injuries sustained, and if individuals were wearing seatbelts. Then, as a group activity, discuss ways the accidents and injuries could have been prevented. Skill areas: **reading, writing, oral communication, listening**, and **critical thinking**.

4. Obtain statistical information pertaining to leading causes of vehicle accidents.

5. Using Teacher Supplement 1, discuss how alcohol use affects driving. This supplement may be duplicated for student use. Obtain statistical information on how many people are killed annually due to an impaired (drunk) driver. Make statistics relevant to age group of class. Ask students if any of them know someone who drives under the influence of alcohol. Skill areas: **oral communication** and **listening**.

6. Have students read and then discuss Student Supplement 1—Why Wear Seatbelts? Skill areas: **oral communication, listening**, and **creative thinking**.

Suggested Activities

7. Have students give a 5 to 10-minute presentation on a defensive driving principle. Students should provide a brief outline of presentation and resource list to teacher. Skill areas: **writing, oral communication, listening**, and **creative thinking**.

8. Discuss state vehicle inspection laws with class. Emphasize the importance and advantages of keeping a vehicle in good repair. Skill area: **listening**.

9. Ask an auto mechanics teacher and his/her class to demonstrate how to complete a vehicle maintenance inspection. Then, have students in your class complete Assignment Sheet 1—Complete a Vehicle Maintenance Inspection with the assistance of the auto mechanics class.

10. Have students role play the various types of "people" hazards and discuss their characteristics. Skill areas: **oral communication, listening, creative thinking**, and **interpersonal relations**.

11. Give students an opportunity to share instances when they experienced poor driving visibility or unsafe driving conditions and how they handled it. Skill areas: **oral communications** and **listening**.

12. Assign students to teams of four and have them research how poor vision, glare, and fatigue affect night driving. Each team should select a team spokesperson to present a 5-minute summary of what they learned. Hold a class discussion following summaries. Skill areas: **reading, writing, oral communication, listening, teamwork, leadership**, and **creative thinking**.

13. As a group activity, have students think of additional items they might add to the vehicle emergency equipment checklist (Objective 10). Skill areas: **oral communication, listening, critical thinking**, and **interpersonal relations**.

14. Have students read and discuss Student Supplement 2—Winter Driving Tips in conjunction with Objective 11.

15. Using Teacher Supplement 2, discuss types of information needed on an accident report. This supplement may be duplicated for student use.

16. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

Suggested Activities

Resources Used in Developing This Unit

1. Calvin, Robert M. and Highway Users Federation. *Truck Driver's Guide to Commercial Driver Licensing*. New York: Career Publishing, Inc., 1990.

2. Huston, Jane. *Personnel Security*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1987.

3. National Safety Council Poster Directory. Chicago, IL: National Safety Council.

4. *Safety and Health Kopy Kit*. San Francisco, CA: Parlay International, 1988.

Suggested Supplemental Resource—National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611. Toll-free 1-800-621-7619. (Source for booklets, posters, media, etc. on safety)

Practicing Defensive Driving
Unit 4

Answers to Assignment Sheets

Assignment Sheet 1—Student performance will be evaluated according to criteria specified on the assignment sheet.

Assignment Sheet 2—Student's answers will vary, but should include some of the following guidelines and practices.

1. a. Jan did not lock her car and parked it in a poorly lit, unsafe place. She failed to lock her car doors when in the car, and she took an unsafe road. She also should have checked her gas gauge before leaving the parking lot. When Jan ran out of gas, she should have put on her flashers, made sure her doors were locked, and waited for help. She should never have considered walking on the deserted street.

   b. One way would be to make a rule where you always keep at least ¼ tank of gas in your car at all times. It is always wise to travel on well-lighted, traveled roads, and it is good to have someone you can call to let them know that you are on your way home. That way, if you do not arrive within a reasonable time, someone will check on you.

2. a. Bob was not prepared. He had not paid attention to the weather forecast and was unprepared for the snow. Then, when the weather got bad, he did not have the proper tools to help him out of the situation. If he had been forced off the road in a deserted area he might have been stuck for hours before help arrived.

   b. Emergency equipment should include those items listed in objective 10.

3. a. Her worst offense, which cost her her life, was driving while under the influence of alcohol. Karen also did not wear her seatbelt, was speeding, and after dark the approaching curves were not as apparent. She should never have gotten behind the wheel.

   b. The most obvious is that Karen shouldn't have been drinking when she knew she would be driving. Also, her friends should have prevented her from driving in her condition. They could have called a friend or gotten a taxi to take them to eat dinner. None of them should have been driving.

   c. Answer based on individual morals and ethics. Possible answer may be that friend would not have allowed Karen to drive herself home. Or, that one of them would have agreed to not drink and be responsible for the other. Another answer may be based on not reporting the accident. A real friend would have reported the accident immediately and gotten help without concern for consequences.

Practicing Defensive Driving
Unit 4

Answers to Written Test

1. a. 6
   b. 7
   c. 1
   d. 3
   e. 2
   f. 4
   g. 5

2. b, c, e, f, g

3. a. To ensure that vehicle is safe to drive
   b. To spot small problems before they become major, costly repairs
   c. To comply with state laws

4. Answers may include any six of the following:

   a. Brakes
   b. Accelerator
   c. Belts
   d. Radiator
   e. Oil
   f. Battery
   g. Tires
   h. Headlights
   i. Brake lights
   j. Windshield wiper/blades

5. Answers may include any three of the following:

   a. Blocked vision drivers
   b. Distracted drivers
   c. Confused drivers
   d. Slow drivers
   e. Fast drivers
   f. Impaired drivers

6. a, b, c, d, e

7. a. Spills
   b. Ice
   c. Rain

8. a. Fog
   b. Rain
   c. Snow
   d. Smoke

9. b, c, e, f, g

Answers to Written Test

10. Checklist should include at least eight of the following items. Items other than those listed below should be evaluated by teacher.

Shovel, booster cable, jack, lug wrench, wheel chocks, spare tire, chains, sand, salt, snow scraper/brush, blankets, flashlight, and nonperishable food items

11. Answers may include guidelines for driving safely in bad weather, but should be stated in students' own words.

a. No. Jim was driving too fast for the road conditions, he was following too close behind another vehicle, and he was not alert to the dangers of changing road conditions. He did not stop and rest when he realized he was getting stressed.

b. Answer should reflect student's own opinion so responses will vary. Student should be evaluated on sound judgement which reflects appropriate driving practices in bad weather.

Example: Student would have stayed home and called parents instead of driving in hazardous road conditions. Or, student would have driven slower, keeping a safe distance behind other vehicles, would have taken periodic breaks, or would have pulled off the road to wait for conditions to improve at the first service exit.

Practicing Defensive Driving
Unit 4

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a.	Ability of the tire to grip the pavement	1. Driver
_____b.	How far a driver can see	2. Fatigue
_____c.	The person that controls the movement of a vehicle	3. Glare
_____d.	Bright, intense light reflecting off a smooth, glassy surface	4. Impaired
_____e.	Weariness resulting from excessive work or exertion	5. Skid
_____f.	Unable to function at full potential due to overwork, alcohol consumption, or drug abuse	6. Traction
_____g.	To slide sideways or in a motion out of control	7. Visibility

2. Select from the following list safe driving practices by placing an "X" in the blanks next to the correct practices.

_____a. When an oncoming car does not dim the brights, turn on your brights to let the driver of the other car know.

_____b. Make sure that your vehicle is in good operating condition.

_____c. Observe traffic laws.

_____d. Drive faster at night when there are fewer cars on the road.

_____e. Watch out for the other driver.

_____f. Drive according to weather, road, and traffic conditions.

_____g. Drive at a safe speed.

_____h. Drive close behind the car in front of you.

Written Test

3. State three reasons for inspecting your vehicle.

   a. _____

   b. _____

   c. _____

4. List six items which may be found on a vehicle maintenance checklist.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

5. Name three types of "people" hazards.

   a. _____

   b. _____

   c. _____

6. Select from the following list reasons for adjusting speed by placing an "X" in the blanks next to the correct reasons.

   _____a. Traction

   _____b. Curves

   _____c. Visibility

   _____d. Traffic

   _____e. Hills

   _____f. Time

Written Test

7. List three conditions which reduce traction.

   a. _____

   b. _____

   c. _____

8. List four factors which affect visibility.

   a. _____

   b. _____

   c. _____

   d. _____

9. Select from the following list factors which affect night driving by placing an "X" in the blanks next to the correct factors.

   _____a. Hills

   _____b. Vision

   _____c. Glare

   _____d. Heavy traffic

   _____e. Fatigue

   _____f. Poor lighting

   _____g. Drunk drivers

10. Prepare a vehicle emergency checklist by itemizing the equipment and materials which may come in handy in an emergency. Checklist should include at least eight items.

Vehicle Emergency Checklist	**In Vehicle**	
Equipment and materials	Yes	No
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. Apply guidelines for driving safely in bad weather. Read the following situation, then answer the questions.

Jim Smith's parents were expecting to see their son and his family by 4:00 p.m. on Christmas Eve. However, Jim had been unable to leave his office and get the luggage and gifts packed in the car as quickly as he had anticipated. It was already 1:00 p.m. and the Smiths had a six-hour drive ahead of them.

Weather conditions were worsening by the hour. By the time the Smiths had driven for two hours it had become dark, it was snowing, and visibility had decreased to where it was difficult to see 20 feet ahead. To make matters worse, traffic was heavier than Jim had expected.

Written Test

Jim decided to increase his speed to fifteen miles over the limit to make up for lost time. He figured the weather was too bad for the highway patrol to stop anyone. Due to the increasingly poor visibility and slick spots forming on the roadway, Jim decided to slow down a little and follow closely behind the vehicle just ahead of him so he could follow the taillights. Jim did not know that a semi-trailer truck had jackknifed two miles ahead and a four-vehicle pileup had resulted.

a. Did Jim apply guidelines for driving safely in bad weather? _____ Support your answer below.

_____

_____

_____

_____

_____

_____

b. What would you have done in the same situation? _____

_____

_____

_____

_____

_____

*Permission to duplicate this test is granted.

Practicing Defensive Driving
Unit 4

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Complete a Vehicle Maintenance Inspection Rating _____

Comments: _____

_____

Assignment Sheet 2—Apply Defensive Driving Techniques Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Teacher Supplement 1—The Truth About Alcohol

There are many dangerous ideas about the use of alcohol. The driver who believes these wrong ideas will be more likely to get into trouble. The following are some examples.

Wrong Idea	The Truth
• Alcohol increases your ability to drive.	• Alcohol is a drug that will make you less alert and reduce your ability to drive safely.
• Some people can drink a lot and not be affected by it.	• Everyone who drinks is affected by alcohol.
• If you eat a lot first, you will not get drunk.	• Food will slow down the effects of alcohol but will not prevent them.
• Coffee and a little fresh air will help a drinker sober up.	• Time is the only thing that will help a drinker sober up—other methods just do not work.
• Stick with beer—it is not as strong as wine or whiskey.	• A few beers are the same as a few shots of whiskey or a few glasses of wine.

It is the alcohol in drinks that affects human action. It makes no difference whether that alcohol comes from a couple of beers, two glasses of wine, or two shots of hard liquor. The smart driver will avoid the legal, financial, and safety risks of drinking and driving.

Adapted from *The Truck Driver's Guide to Commercial Driver Licensing*. Career Publishing, Inc., 1990.

Practicing Defensive Driving
Unit 4

Teacher Supplement 2—Types of Information Needed on an Accident Report

- Name, address, driver's license number of other driver involved in accident

Note: If vehicle is not owned by driver, get owner's name and address

- License number of vehicles involved
- A description of damage to other vehicles or property
- Names and addresses of injured people
- Names and addresses of witnesses
- Exact location of accident
- Direction involved vehicles were traveling at the time of accident and direction of vehicles resulting from accident
- Investigating officer's name
- Names of insurance carriers for all involved parties

Note: If an accident occurs on private property, it may be necessary for involved parties to exchange insurance information as well as names, addresses, and phone numbers. It is also sensible to get the names and phone numbers of any witnesses.

Safe Driving Practices

Courtesy of the National Safety Council

* Make sure that your vehicle is in good operating condition.
* Wear seatbelt and insist that passengers wear seatbelts.
* Observe traffic laws.
* Drive at a safe speed.
* Watch out for the other driver.
* Drive according to weather, road, and traffic conditions.
* Never operate a vehicle while under the influence of medication, alcohol, or other drugs.

Reasons for Inspecting Your Vehicle

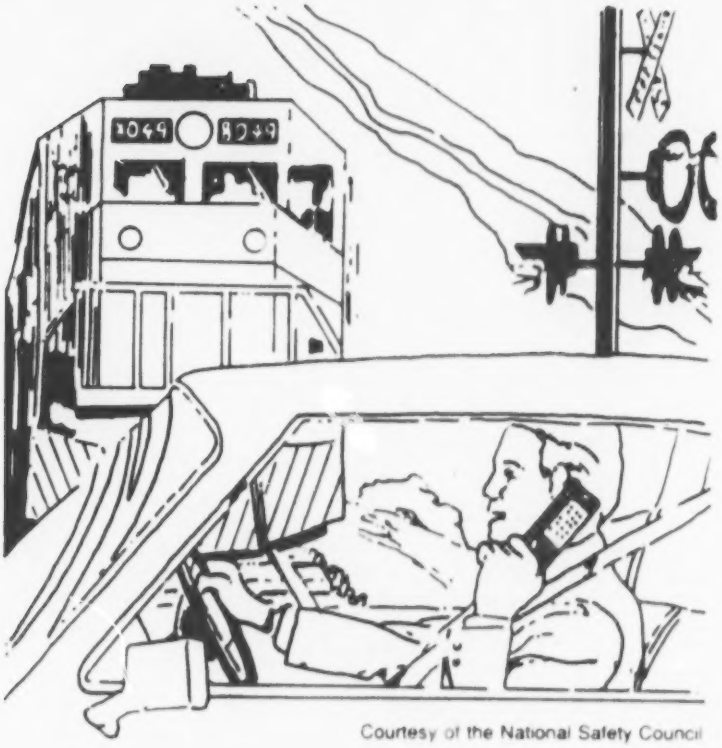
Courtesy of the National Safety Council

* To ensure that vehicle is safe to drive

* To spot small problems before they become major, costly repairs

* To comply with state laws

People Hazards



Courtesy of the National Safety Council

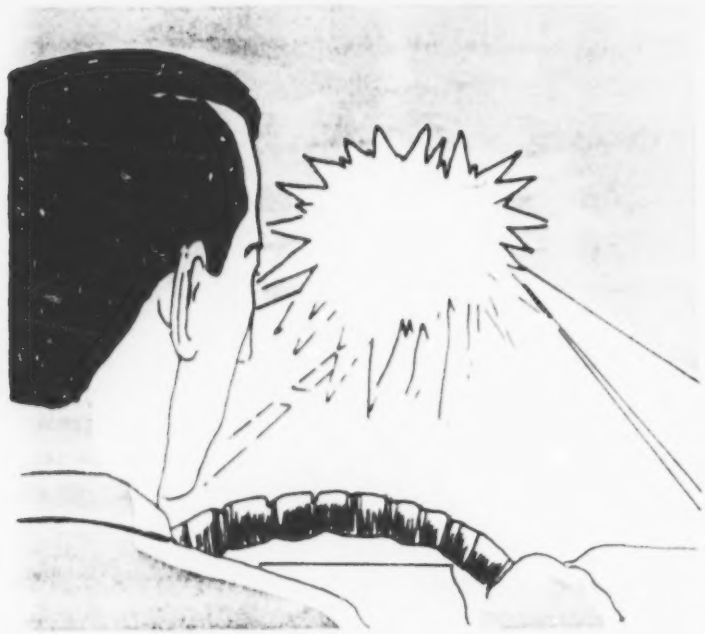
* Blocked vision drivers
* Distracted drivers
* Confused drivers
* Slow drivers
* Fast drivers
* Impaired drivers

Reasons for Adjusting Speed

Courtesy of the National Safety Council

* Traction
* Curves
* Visibility
* Traffic
* Hills

Factors That Affect Night Driving



Courtesy of the National Safety Council

* Vision
* Glare
* Fatigue
* Poor lighting

Winter Vehicle Emergency Equipment

Be sure to carry emergency tools in your trunk–sand, salt shovel, chains, snow-scraper/brush, booster cables, jack, lug wrench, wheel chocks, spare tire, blankets, flashlight, and nonperishable food items.

Practicing Defensive Driving
Unit 4

Information Sheet

1. **Terms and definitions**

   a. **Driver** — The person that controls the movement of a vehicle

   b. **Fatigue** — Weariness resulting from work or exertion

   c. **Glare** — Bright, intense light reflecting off a smooth, glassy surface

   d. **Impaired** — Unable to function at full potential due to overwork, alcohol consumption, or drug abuse

   e. **Skid** — To slide sideways or in a motion out of control

   f. **Traction** — Ability of the tire to grip the pavement

   g. **Visibility** — How far a driver can see

2. **Safe driving practices**

   Note: Safe driving is defensive driving. Keep alert to what is going on around you. Not looking carefully is a major cause of accidents.

   a. Make sure that your vehicle is in good operating condition.

   b. Wear seatbelt and insist that passengers wear seatbelts.

      Note: Use safety seats to protect small children.

   c. Observe traffic laws.

   d. Drive at a safe speed.

   e. Watch out for the other driver.

   f. Drive according to weather, road, and traffic conditions.

   g. Never operate a vehicle while under the influence of medication, alcohol, or other drugs.

3. **Reasons for inspecting your vehicle**

   a. To ensure that vehicle is safe to drive.

   b. To spot small problems before they become major, costly repairs.

   c. To comply with state laws.

Information Sheet

4. Vehicle maintenance checklist

Note: Check your vehicle frequently and keep it in good repair.

a. Brakes

b. Accelerator

c. Belts

d. Radiator

e. Oil

f. Battery

g. Tires

h. Headlights

i. Brake lights

j. Windshield wiper/blades

5. Types of "people" hazards

a. Blocked vision drivers

Example: Driver has loaded vehicle too high with luggage/packages

b. Distracted drivers

Example: Driver talking on car phone

c. Confused drivers

Example: Tourist who does not know area

d. Slow drivers

e. Fast drivers

f. Impaired drivers

Example: Driver who is ill, tired, or has consumed alcohol/drugs

Note: People who drink and drive are involved in traffic accidents that kill over 20,000 people every year.

Information Sheet

6. **Reasons for adjusting speed**

   Note: The speed you are traveling affects your ability to stop. By slowing down a little, you can reduce braking distance in the event of an emergency.

   a. Traction

   b. Curves

   c. Visibility

   d. Traffic

   e. Hills

7. **Conditions which reduce traction**

   a. Spills

   b. Ice

   c. Rain

8. **Factors which affect visibility**

   a. Fog

   b. Rain

   c. Snow

   d. Smoke

9. **Factors which affect night driving**

   a. Vision

      Note: People do not see as well at night.

   b. Glare

      Note: Lights from oncoming vehicles or lights reflecting on wet pavement can be dangerous. Do not look directly at bright lights.

   c. Fatigue

      Note: People react slower when they are tired.

d. Poor lighting

Note: Allow more time to stop or react on dimly lit roads.

e. Drunk drivers

Note: Be especially alert late at night when bars and clubs are closing.

10. Vehicle emergency equipment checklist

a. Shovel

b. Booster cable

c. Jack

Note: Many new automobiles have specialized jacks. Refer to owner's manual.

d. Lug wrench

e. Wheel chocks

f. Spare tire

g. Chains (during winter months)

h. Sand

i. Salt

j. Snow scraper/brush

k. Blankets

l. Flashlight

m. Nonperishable food items

11. Guidelines for driving safely in bad weather

a. Check road conditions, then adjust speed accordingly.

b. Maintain a steady speed.

c. Turn and brake gently to maintain control of vehicle.

d. Keep a safe distance between vehicles.

Information Sheet

e. Keep alert to changing road conditions.

Note: When ice and snow begins to melt, the road becomes even more hazardous.

f. Use low gears when driving on slick roads for added traction.

g. Plan to stop and rest periodically to avoid fatigue due to stressful road conditions.

h. Pull off the road at first safe opportunity and wait for conditions to improve before proceeding.

Note: If you pull off to side of road, keep your emergency flashers on so that oncoming drivers can see you.

Practicing Defensive Driving
Unit 4

Student Supplement 1—Why Wear Seatbelts?

. . . To Save your Own Life

Many state now have laws requiring drivers and passengers alike to wear seatbelts or pay a stiff price. Sadly, many people still resist using seat belts and pay an even stiffer price—their lives. If you're still unconvinced that seat belts can mean the difference between life and death in an auto accident, take a moment to consider the following information.

Why use a seatbelt? *You* may be a good driver, but weather and road conditions, and other less competent drivers can affect your safety.

The Excuses

1) "I can't move with those belts on—They're so uncomfortable!"
2) "It's better to be thrown out of the car than be trapped in by a seatbelt."
3) "I only drive around town, how can I get hurt going 25 miles per hour?"
4) "I'm a good driver, I've never had an accident."

The Answers

1) The fact is, newer seatbelt design allows for total freedom of motion while driving. The latching device that secures the belt only goes into effect when the car jolts abruptly, as in an accident.
2) People who are thrown from cars are 25 times more likely to be killed than if they had been held securely in their seats. Further, in the unlikely event your car catches fire or is submerged, seatbelts can keep you from getting "knocked out" and greatly improve your chances of escape.
3) The majority of all car accidents occur within 25 miles of home—and 80% of all serious injuries and fatalities occur in cars going 40 miles per hour or slower.
4) You may be a good driver, but there are situations beyond your control such as weather and road conditions (not to mention other drivers) that can affect your safety. Drive preventively and use your seatbelt.

Safe and Secure

When all is said and done, it pays to remember that seatbelts were designed with your safety and security in mind. Seatbelts, like safety seats for children, can make a life-and-death difference if you or your loved ones are involved in an automobile accident. Use your seatbelt. The life you save may be your own.

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Practicing Defensive Driving
Unit 4

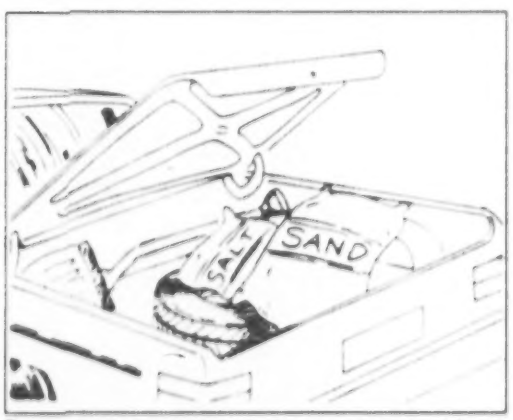
Student Supplement 2—Winter Driving Tips

Driving In Snow And Ice

There's nothing more beautiful than a fresh blanket of new-fallen snow. Unless, of course, you're driving in it. Winter snow and ice pose special problems for even the most experienced driver. Take a few moments to learn these basic rules of winter driving safety. When you're prepared for winter driving emergencies, you'll be able to say "let it snow, let it snow, let it snow"—and mean it!

Winterize Your Car

When the weather turns frosty, prepare your car for the season—get a complete tune-up. Ask your mechanic to test brakes, battery, and exhaust system, check fluid levels, add anti-freeze, and switch to winter-weight oil. Install snow tires on drive wheels, and be sure to carry emergency tools in your trunk—sand, salt, shovel, chains, snow-scraper/brush, booster cables, blankets, and flashlight.



Be sure to carry emergency tools in your trunk—sand, salt, shovel, chains, snow-scraper/brush, booster cables, blankets, and flashlight.

What To Do If You Skid

The primary problem faced by winter drivers is skidding on slick or icy roadways. If your car should skid, *do not brake*. Instead, take your foot off the accelerator and turn your car in the direction that you want the front wheels to go. (Use gentle, steady motions when turning the steering wheel. Turning too much or too fast can worsen the situation.) If for any reason you are unable to gain control of your car, try steering into a snowbank to stop your vehicle.

What To Do If You're Stuck

An equally common problem is getting stuck in the snow— your wheels spin but your car goes nowhere. This is when emergency equipment is most important. Don't continue to spin your wheels; you'll only wind up in a deeper rut. Instead, pour sand, salt, or gravel around the drive wheels to give them something to grab onto and improve traction. You can also shovel snow away from the wheels and out from under the car to clear a pathway.

Some General Guidelines

Whenever driving conditions are less than ideal, it pays to be cautious. Drive slowly, test your brakes frequently, and never tailgate. Make sure that windshields (front and rear) are clear and that wipers and defrosters are in good working condition. Use low gears when traveling on slick surfaces (especially hills) to give added traction. Listen to weather forecasts, and if weather and visibility are hazardous, stay home!

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Practicing Defensive Driving
Unit 4

Assignment Sheet 1—Complete a Vehicle Maintenance Inspection

Name _____ Overall Rating _____

Evaluation criteria	Rating
Checked items on checklist	_____
Recorded faulty items needing maintenance or replacement	_____
Exhibited teamwork in completing assignment	_____
Answered question based on vehicle inspection results	_____

Directions: Form a partnership with an auto mechanics student who has been assigned to assist you in completing the vehicle maintenance inspection on your car or a car provided by the instructor. Place a mark in the space provided on the checklist to indicate if the item is operational or needs maintenance. When the inspection is completed, please sign and date and have partner sign and date then turn in to your instructor for evaluation.

Assignment Sheet 1

Vehicle Maintenance Checklist

Vehicle owner _____ Vehicle model/year _____

Date of last inspection _____ Today's date _____

Vehicle Part	Operational Yes	Operational No	Maintenance Needed
Brakes	____	____	_____
Accelerator	____	____	_____
Belts	____	____	_____
Radiator	____	____	_____
Oil	____	____	_____
Battery	____	____	_____
Tires	____	____	_____
Headlights	____	____	_____
Brake lights	____	____	_____
Windshield wiper/blades	____	____	_____
_____	____	____	_____
_____	____	____	_____

In your estimation, what is the general condition of the vehicle inspected? Answer should reflect results of inspection.

_____

_____

_____

Student signature _____ Date _____

Partner signature _____ Date _____

Practicing Defensive Driving
Unit 4

Assignment Sheet 2—Apply Defensive Driving Techniques

Name _____ Overall Rating _____

Evaluation criteria	Rating
Answers included guidelines and precautions given in information sheet	_____
Used complete sentences	_____
Followed directions	_____

Directions: Read the following case studies concerning driving situations, then answer the questions which follow each study. Please answer in complete sentences.

1. Jan was looking forward to the extra money she had earned by working the double shift, but she was not anxious to drive home at 2:00 a.m. As she left the convenience store where she worked, she hurried to her car which was parked, unlocked, at the side of the store.

   Once in her car Jan turned on the heater and radio. She failed to lock her doors. As she drove away, Jan did not notice that her gas tank was empty. To save time Jan decided to take a shortcut home through a poorly lit part of town. Half way home Jan ran out of gas. The street she was on was dark and deserted. It was cold in the car and Jan was getting impatient for someone to come. Jan was about to leave her car and walk for help when a car approached. Luckily for Jan it was the police. They drove her home after giving her a stern lecture.

   a. What did Jan do wrong? _____

   _____

   _____

   _____

   b. How would you have handled the situation? _____

   _____

   _____

   _____

Assignment Sheet 2

2. Bob was always bragging to his friends that he was such a good driver. He was proud of the fact that he had never had an accident in his twenty-five years of driving. The meteorologist had forecast snow and ice for the weekend, and everyone was looking forward to the first snowfall of the season.

By 4:00 p.m. on Friday the weather had turned and it was snowing. When Bob left at 5:15 p.m., it was sleeting. His car was covered with snow and ice so Bob decided to turn on the engine to warm the car up and defrost the windshield. Bob wiped the windshield and side windows with his glove so that he could see out, then he proceeded home. Visibility was terrible, it was getting dark, and Bob still had a twenty-minute drive ahead of him.

Bob was getting a headache from the glare of the oncoming lights and he could feel the tires slipping on the pavement. He was only five minutes from home when he saw the oncoming lights from a car in the other lane. He swerved to miss the other car, lost control of his car, and slid down an embankment, finally landing a few feet from a side access road. Bob was unhurt, although shaken, and his car appeared to be undamaged. Bob tried to drive his car out of the snow, but it was too deep and his tires were just getting more bogged down. Bob went to his trunk to find something to help him clear the snow and mud around the tires, but he had forgotten to put anything in the trunk. Besides, he did not believe in carrying emergency equipment. Bob ended up walking to a gas station where he got a tow truck to pull him out. The rest of the drive home Bob was patting himself on the back for being such a good driver.

a. Was Bob prepared for driving in bad weather? _____

Why? Why not? _____

_____

_____

_____

_____

b. What emergency equipment should Bob carry in his trunk for driving in bad weather? _____

_____

_____

_____

Assignment Sheet 2

3. Jill and Karen were excited about meeting their boyfriends at the local club Saturday night. Karen had offered to drive since her sporty little car could really move and she loved the way it handled on the curves.

When they arrived at the club Ken and Jack, their dates, had already ordered drinks. Karen and Jill had not eaten dinner so they munched on the popcorn at their table. By 9:30 p.m. Karen, Jill, Ken, and Jack had consumed enough alcohol to be classified as driving while impaired. They continued to drink until 1:00 a.m. when they decided to go get something to eat. But first they were going to follow Karen home so that she could leave her car and they could all go to the restaurant together.

Karen got into her car and turned on her lights. She did not put on her seatbelt. As she pulled out of the parking lot she decided to show her friends how her car could handle the curves of the road. Karen was going 45 m.p.h. in a 25 m.p.h. zone when she missed a curve and her car left the road. The car flipped several times before coming to a stop. Karen had been thrown from the vehicle. Her friends saw the accident, but they did not call for help. They drove to a phone and called her parents instead because they did want to get into any "trouble." By the time help arrived, Karen was dead.

a. What did Karen do wrong? _____

_____

_____

_____

b. How could this accident have been prevented? _____

_____

_____

_____

c. What would you have done if you were Karen's friend? _____

_____

_____

_____